

ANNUAL REPORT



2016

New Mexico

Higher Education Department

December 15, 2016

Table of Contents

Message from the Cabinet Secretary.....	2
Statewide Higher Education Strategic Planning.....	3
Policy & Programs Division Executive Summary.....	4
Planning and Research Division Executive Summary.....	9
Adult Education Division Executive Summary.....	19
GEAR UP Division Executive Summary.....	25
Private and Postsecondary Schools Division Executive Summary.....	31
Financial Aid Division Executive Summary.....	33
Institutional Finance Division Executive Summary.....	42

MESSAGE FROM THE CABINET SECRETARY

2016

The role and responsibilities of the New Mexico Higher Education Department (HED) have evolved and expanded over time. In 1951, the New Mexico Board of Educational Finance was established which later became the Commission on Higher Education in 1986 (21-2-1 NMSA 1978). In 2005, the Commission on Higher Education became the HED (21-1-26 NMSA 1978 and was established at that point in order to provide financial, academic, and policy oversight to New Mexico's twenty seven state-funded universities and community colleges.

The HED has statutory authority with regard to New Mexico's public higher education institutions (HEIs) in the following areas:

- Institution Budget Review and Approval;
- Recommendations for Higher Education Institution State Funding;
- Capital Project Review and Approval;
- Data Collection and Verification;
- Administration of State Financial Aid Programs;
- Oversight of Statewide Adult Education Programs;
- System-wide Policy Coordination;
- Statewide Planning and Assessment;
- Review of all new Academic Programs;
- Processing Changes in College Districts and New Campuses.
- Regulation of Private, Proprietary, and Out-of-State Institutions; and
- Policy Analysis, Research, and Fiscal Impact Analysis.

In addition to these statutory responsibilities, the HED strives to bring leadership, guidance, and assistance to New Mexico's higher education stakeholders. The HED is committed to promoting best practices, institutional fiscal responsibility, and student achievement.

This annual report outlines the initiatives and accomplishments of the HED and its composite divisions in 2016. Everything the agency does is through the lens of supporting New Mexico's higher education institutions and enhancing student success. Higher education is an economic engine which fosters innovation and shapes the future workforce. It is an honor to work with New Mexico's higher education stakeholders, and I look forward to continuing this work in 2017.

Sincerely,



Barbara Damron, PhD, RN, FAAN
Cabinet Secretary, New Mexico Higher Education Department.

*"The [Higher
Education
Department] is
committed to
promoting best
practices, institutional
fiscal responsibility,
and student
achievement."*

STATEWIDE HIGHER EDUCATION STRATEGIC PLANNING

2016

The higher education department (HED) is statutorily responsible for statewide higher education strategic planning (21-2-3 NMSA 1978). New Mexico's public higher education system is comprised of thirty higher education entities: three research universities, four comprehensive (regional) universities, a health sciences center, ten branch community colleges, seven independent community colleges, a military institute junior college, and four tribal colleges. The New Mexico public higher education system is highly decentralized in terms of governance and policy coordination. Over the past two years, the higher education department (HED) has made substantial progress on strengthening higher education stakeholder relationships, implementing policy reforms, and forming a long-term vision for a more cohesive New Mexico higher education system.

On December 5th, 2016, Governor Susana Martinez enacted Executive Order 2016-037 establishing New Mexico's long-term "Route to 66" Goal for 66% of the New Mexico population to have attained some form of postsecondary education by the year 2030 (i.e. New Mexico's "Route to 66" Goal). The "Route to 66" Goal was selected by a plurality of higher education stakeholders who attended an HED-hosted attainment goal meeting on August 18, 2016. At this attainment goal meeting, the HED presented four attainment goal scenarios to an audience comprised of higher education leaders and state government officials. These attainment goal scenarios came from an attainment projection model that was developed by HED staff in consultation with the Georgetown Center on Education and the Workforce. As a result of the August 18 attainment goal meeting, Governor Susana Martinez formally announced the "Route to 66" Goal at the Governor's Second Annual Higher Education Summit on September 23, 2016 and then formalized Executive Order 2016-037.

The "Route to 66" Goal is an ambitious attainment goal for New Mexico since the state's estimated postsecondary attainment rate for 2014 is 43.6% when certificates are included and 33.4% when certificates are not included. (Lumina Foundation Stronger Nation Report, p.133) Executive Order 2016-037 tasks the HED Cabinet Secretary with chairing a Higher Education Statewide Strategic Planning Committee and developing a strategic plan for improving statewide higher education coordination and increasing educational attainment.

The Higher Education Statewide Strategic Planning Committee will deliberate over the stakeholder feedback compiled by the HED from the August 18 Attainment Goal meeting, the 2nd Annual Higher Education Summit, and a Strategic Planning Survey (distributed in November 2016). This compiled feedback and other research will be used to establish future priorities and policy recommendations for the New Mexico higher education system.

The Higher Education Statewide Strategic Planning Committee will be staffed by the HED and will finalized a formal strategic plan. The purpose of the New Mexico "Route to 66" Goal and strategic plan will be to provide sustainable policy guidance to the New Mexico higher education system for the long-term.

"Over the past two years, the higher education department has made substantial progress on strengthening higher education stakeholder relationships, implementing policy reforms, and forming a long term vision for a more cohesive New Mexico higher education system."

POLICY & PROGRAMS DIVISION

2016

During 2016, the Policy & Programs Division has continued working on four major initiatives that will improve cohesiveness between New Mexico's public and tribal higher education institutions (HEIs). These initiatives seek to create a statewide higher education system that will facilitate credit transfer and articulation between all of New Mexico's public HEIs. This work includes:

1. Identifying equivalent courses, alignment of student learning outcomes, and assignment of a common course number for all lower division coursework. This will ensure that courses will transfer between all HEIs and that students will achieve the same learning outcomes in the equivalent courses statewide;
2. Developing institutional degree plans, cross-institutional degree plans, and statewide meta-majors to improve articulation of curriculum between institutions;
3. Building a general education curriculum around the essential skills that every college graduate should have; and
4. Reforming and improving the delivery of remedial education across the state to decrease the number of semesters that students spend in remediation.

Statewide Common Course Numbering of all Lower Division Courses

In 1995, the legislature passed a bill requiring the Commission of Higher Education to implement common course numbering for all lower division coursework offered at New Mexico's public HEIs. During the 2015 session, the legislature placed a deadline of August 1, 2017 on designing a common course numbering system at New Mexico's public HEIs. The goal of implementing a common course numbering system is to ease the transfer of courses between HEIs. When common course numbering is complete, students can be assured that any course that shares the same name and number at multiple public HEIs will transfer as that course between those HEIs.

The Higher Education Department collected 10,000 syllabi from New Mexico's public HEIs and tribal colleges. These syllabi represent all of the lower division courses offered in New Mexico. Discipline-specific faculty are working in small groups to review course syllabi for their discipline and write course names, descriptions, and student learning outcomes. After the work groups complete draft course outlines for all lower division courses in their discipline, the drafts are sent to all HEIs for review and feedback. Feedback is sent to the working groups and they can either incorporate the suggestions or explain why they did not incorporate the suggestions. At that point, the course outlines are considered adopted and sent to the New Mexico Association of Collegiate Registrars and Admissions Officers (NMACRAO) for numbering. The newly numbered courses will be returned to the HEIs, where they will undergo internal review and official adoption. Currently, 17 disciplines are being numbered by the registrars and 13 disciplines are under review by faculty; 41 disciplines will be reviewed in the spring and summer of 2017. The following table summarizes the status of the disciplines as of December, 2016.

"These initiatives seek to create a statewide higher education system that will facilitate credit transfer and articulation between all of New Mexico's public HEIs."

Sorting	Ready for Faculty Review	Under Review by Faculty	Being Numbered by Registrars
Natural Science	Art History	Biology	English
Nutrition	German	Chemistry	Math
Architecture	History	American Sign Language	Africana Studies
College Success	Humanities	Arabic	American Studies
Computer Information Systems	Japanese	Chinese	Art & Nature
Computer Science	Philosophy	French	Chemical Dependency
Dance	Spanish	Greek	Environmental Science
Fine Art	Astronomy	Navajo	Health & Social Services
Geography	Geology	Portuguese	Health Sciences
Health & PE	Physics	Russian	HMHV
Human Services	Anthropology	Engineering	Latino Studies
Linguistics	Criminal Justice	Business	Library Science
Music	Economics	Nursing	Native American Hispano Studies
Religion	Political Science		Peace Studies
Speech & Hearing Science	Psychology		Physical Science
Sustainability	Social Work		Public Health
Theatre	Sociology		
	Women's Studies		
	Communication		
	Agriculture		
	Art		
	Chicano Studies		
	Education		
	Filmmaking & Media Arts		

Degree Mapping and Meta-majors

Undergraduate students often accumulate excess credits as they work their way to a credential. Excess credits cost students time and money.

Credential	Required credits	Median credits to degree for full-time students**
2-year associates	60	99
4-year bachelors at comprehensive HEI	120	155
4-year bachelors at research HEI	120	147

** 2013 data for New Mexico as reported by HED to Complete College America

In order to help students graduate with fewer credits and in less time, many HEIs have instituted degree plans, which provide students with a term-by-term schedule of courses they have to take to fulfill general education, degree, and college/university requirements in order to graduate on time (2 or 4 years).

Degree plans show students which courses are critical to their progress, the order they should be taken, and what grade they have to earn to meet the program's requirements. Institutions can use the degree plans as default pathways. For example, if a student doesn't take a critical course or earns less than the minimum grade required, an advisor would be notified to schedule a meeting with the student to discuss how the student can get back on track. The degree plans can also be used by students to self-advise.

2016-17 Degree Plan Chemistry, BS

College of Arts & Sciences: Department of Chemistry and Chemical Biology (4 Year

Term 1	Hours Towards Degree: 16	Hours	Minimum Grade
CHEM 121: General Chemistry I		3	C
CHEM 123L: General Chemistry I Lab		1	C
MATH 123: Trigonometry		3	C
MATH 150: Pre-Calculus Mathematics		3	C
ENGL 110: Composition 1: Exposition		3	C
Freshman Academic Choice		3	D-
Term Hours:		16	

Term 2	Hours Towards Degree: 30	Hours	Minimum Grade
CHEM 122: General Chemistry II		3	C
CHEM 124L: General Chemistry II Lab		1	C
MATH 162: Calculus I		4	C
ENGL 120: Composition III		3	C
Social and Behavioral Science		3	C
Term Hours:		14	

Term 3	Hours Towards Degree: 45	Hours	Minimum Grade
CHEM 253L: Quantitative Analysis		4	C
MATH 163: Calculus II		4	C
ENGL 219: Technical Writing		3	C
PHYC 160: General Physics I		3	C
PHYC 160L: General Physics Laboratory		1	C
Term Hours:		15	

Term 4	Hours Towards Degree: 60	Hours	Minimum Grade
CHEM 311: Physical Chemistry		3	C
CHEM 301: Organic Chemistry I		3	C
CHEM 303L: Organic Chemistry Lab I		1	C
MATH 284: Calculus III		4	C
PHYC 161: General Physics II		3	C
PHYC 161L: General Physics Laboratory		1	C
Term Hours:		15	

Term 5	Hours Towards Degree: 76	Hours	Minimum Grade
CHEM 312: Physical Chemistry		3	C
CHEM 302: Organic Chemistry		3	C
CHE 304L: Organic Chemistry Laboratory		1	C
MATH 311 or MATH 314 or MATH 316		3	C
Social and Behavioral Science		3	C
Upper Division Elective		3	D-
Term Hours:		16	

Term 6	Hours Towards Degree: 90	Hours	Minimum Grade
CHEM 411L: Laboratory Methods In Physical Chemistry		3	C
CHEM Elective		4	C
Humanities		3	B
Upper Division Elective		3	D-
Upper Division Elective		1	D-
Term Hours:		14	

Term 7	Hours Towards Degree: 104	Hours	Minimum Grade
CHEM 431: Advanced Inorganic Chemistry		3	C
CHEM ELECTIVE		4	C
Upper Division Elective		3	D-
Upper Division Elective		1	D-
Humanities		3	C
Term Hours:		14	

Term 8	Hours Towards Degree: 120	Hours	Minimum Grade
CHEM 453L: Analytical Instrumentation: Theory and Application		4	C
Upper Division Elective		3	D-
Upper Division Elective		3	D-
Fine Arts		3	C
Second Language		3	C
Term Hours:		16	

HED is working in collaboration with the Institute of Design & Innovation (IDI) at UNM to develop term-by-term degree plans as part of the Research and Public Service Project (RPSP) "Degree Plans: Roadmaps for Higher Education in New Mexico". During 2016, IDI has worked with 7 HEIs to create degree plans from their degree requirements. In order to build degree plans, IDI has collected the following from each HEI:

1. how the institution is organized into academic departments and colleges
2. name, number, description, and pre- and co-requisites of all courses offered
3. degree requirements for each degree offered

IDI has built a user-friendly platform that allows staff at each HEI to input the required information. After all of the information has been input, IDI staff calculate term-by-term degree plans. After the degree plans are reviewed and approved by the HEI, IDI will publish the institution's degree roadmaps website. Eleven distinct HEI sites will be publicly available by the end of fiscal year 2017. An example of a degree plan is shown above.

Degree plans are an important tool for students that have chosen a major. Students who are undecided can pick a meta-major, which is an academic pathways consisting of one semester of lower division coursework that counts toward a broad group of degree programs and includes aligned mathematics, general education courses and early degree requirements. For example, coursework that is part of a humanities meta-major may articulate to bachelor's degrees in criminal justice, economics, communications, philosophy, women's studies, and others.

To develop statewide meta-majors, the IDI is analyzing existing degree plans to identify which majors share a common first semester of coursework. First drafts of the meta-majors will be available in Spring 2017. The draft meta-majors will be refined

as more degree plans are created. The meta-majors will be reviewed, modified, and approved by faculty before they are adopted statewide in 2018.

Because degree plans can act as the underlying infrastructure for intrusive academic advising, tracking student success, curriculum review, and program articulation review, HED has the goal of expanding the degree mapping project to include all public and tribal HEIs in 2017.

The Higher Education Department (HED) is required by statute to establish a “general education core” which consists of a “comprehensive array of lower-division college-level courses designed to demonstrate skills... providing the foundation for a liberal education for all programs normally leading to a baccalaureate degree.” Currently, the general education core curriculum consists of courses that are part of 5 content areas: Communications, Laboratory Science, Mathematics, Social Sciences, and Humanities. Students are required to take a certain number of credits in each area. General education programs across the nation are moving from models driven by courses and content areas (e.g. science, humanities, social science, etc.) to models driven by the transferable skills and competencies (quantitative reasoning, critical thinking, communications, etc.) that are valued by employers and essential for lifelong learning.

HED, along with the provosts of the 4-year HEIs, has undertaken an initiative to reform the general education core curriculum. In addition to decreasing the number of required credit hours, this initiative will define the necessary skills important to success in academia and the professional world and develop a curricular model that builds those skills.

A general education committee has been meeting monthly throughout 2016 to 1) identify the essential skills that New Mexico’s college graduates must attain and 2) update the structure of New Mexico’s general education curriculum. The committee decided on five essential skills and is developing the competencies that are part of the five essential skills:

1. Communication,
2. Quantitative reasoning,
3. Personal and social responsibility,
4. Critical thinking, and
5. Information literacy.

In addition, the committee decided that, to ensure that New Mexico’s graduates are well-rounded, students should attain the essential skills over a distribution of six content areas:

1. Communications,
2. Mathematics,
3. Science,
4. Social and Behavioral Science,
5. Humanities, and
6. Creative and Fine Arts.

The new skills, competencies, and model of general education have been distributed to all HEIs for review and feedback. A final general education model will be adopted by Fall 2017. HEIs will then have one year to apply to have courses included in the general education curriculum. HED expects that the new model of general education will be implemented in Fall 2018.

Remediation Reform

At most HEIs, remediation consists of stand-alone courses that cover high school level material, while gateway courses are the first college-level courses of a sequence (usually Freshman English and College Algebra). Traditional remediation courses are taken sequentially and can take the least prepared student up to 5 semesters to complete. Because students must complete the remedial sequence before they can enroll in a college level course, traditional remediation adds both time and expense to a student’s college education. Nationally, at 2-year colleges, only 22.3% of students who begin in remedial courses ever take and complete a gateway course in the same subject and only 9.5% of those students graduate in 3 years.

New Mexico has been a long-time partner with Complete College America (CCA) and regularly submits data on college completion and student success in the state. The HED applied for and received support from CCA to help develop a plan for reforming remediation across the state.

The lack of student success in traditional remediation has led to many innovations in remedial education. The most successful innovations in remedial education include:

1. *Co-requisite remediation.* In this model, students enroll in a gateway course AND an associated support course. The support course provides the students with needed remedial support while the student is actively taking the introductory course. The most important difference between traditional and co-requisite remediation is that students in the co-requisite remediation model receive college credit and are able to move into higher levels of college courses, if they pass the gateway course.
2. *Stretch remediation.* In this model, a one semester introductory course is stretched out over two semesters. This gives under-prepared students time to build their basic skills as they work their way through the introductory course.
3. *Self-paced remediation.* In this model, most commonly used in math courses, a student takes a preliminary exam to identify his/her strengths and weaknesses. A curriculum is developed that focuses on the student's deficiencies so the student can move quickly on to the next course.

The transition to new models of remediation has the potential to make a difference for a large number of New Mexico's students because 86.4% of New Mexico's students entering 2-year colleges and 41.1% of students entering 4-year comprehensive universities require remediation in math, English, or both.

In March 2016, HED held a remediation policy institute where faculty from Georgia, Indiana, and New Mexico shared their successes, challenges, and data related to new models of remediation. Faculty discussed co-requisite, stretch, and self-paced models of remediation. At the end of the day, attendees were divided into working groups and charged with writing a report making recommendations for how to reform remediation in New Mexico. The working groups completed their reports in July 2016 and made recommendations for improvements in advising, placement, and curriculum. HED is working with faculty to design webinars about designing effective co-requisite, stretch, and self-paced courses; implementing, paying for, and scheduling new models of remediation; and advising students into a course that provides the support that they need. The webinars will be available to faculty and advisors in early 2017.

PLANNING AND RESEARCH DIVISION

2016

The Planning and Research Division supports the vision of a well-informed education leadership community in New Mexico. Employing the guiding principles of teamwork, efficiency, quality and progress, the Division works to fulfill a mission of providing quality information and planning support to the higher education community through collaborative data collection, analysis and reporting. Five primary goals have been identified that contribute to the success of this mission:

In addition to routine reporting, the division initiates and completes ad hoc data collection and analyses for quality improvement and public information purposes.

Internal data requests

- * Annual Report
- * Bill Analysis System
- * Data Matching for GEAR UP
- * Data Matching for AE
- * Dept of Workforce Matching
- * Degree File
- * Enrollment File
- * Financial Aid File
- * Financial Aid NAASGAAP reporting
- * Financial Aid Lottery data
- * Financial Aid Allocation data
- * FTE data for Capital Projects
- * Time and Credits to Degree
- * Quarterly Report
- * PBBI Reporting

External data requests

State Agencies

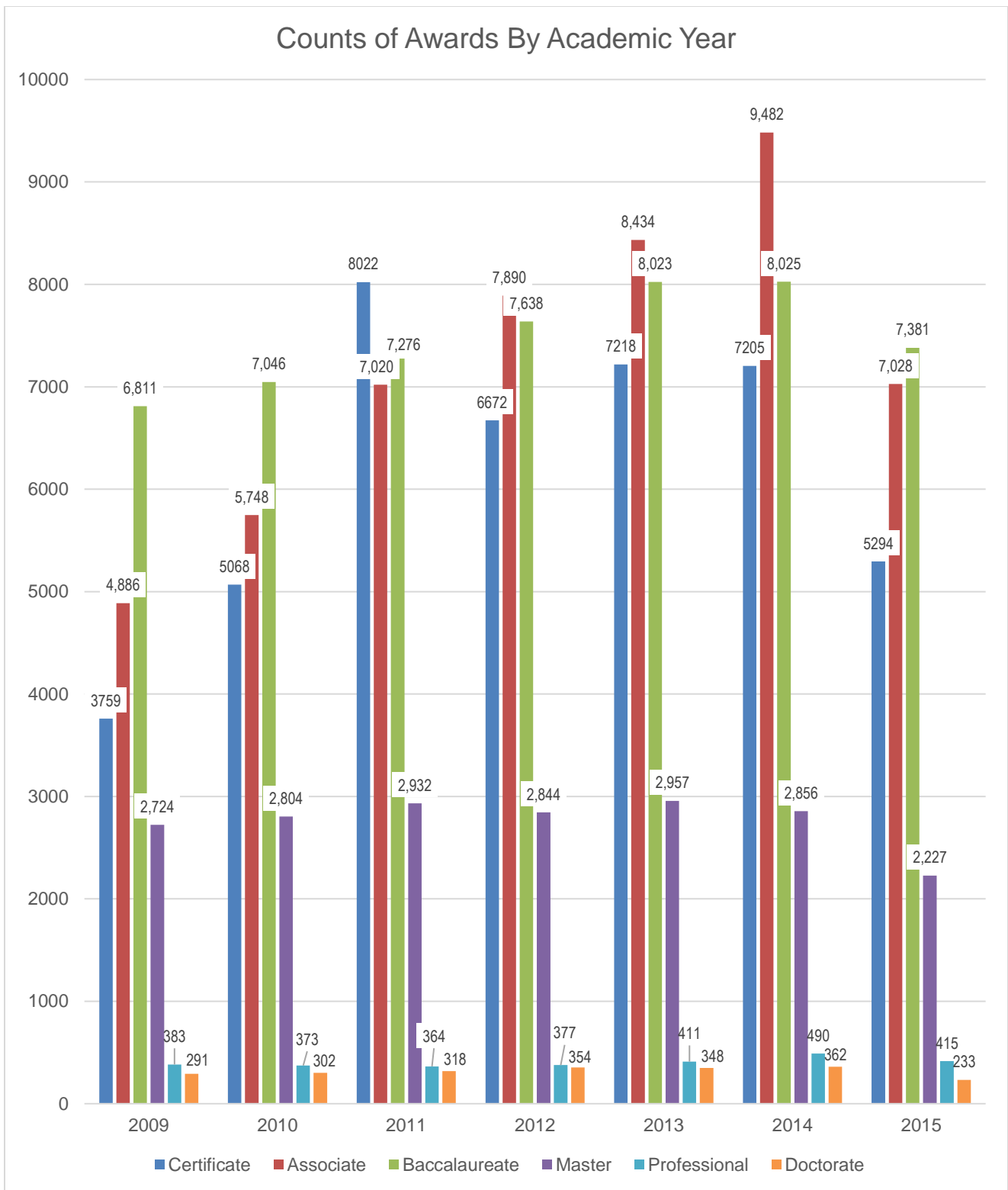
- * PED Data Match
- * Carl Perkins Graduate Enrollment, Career & Technical match
- * Dual Credit Data for Annual Report
- * Hispanic Education Data
- * Performance Indicator data for Community College
- * Remediation Rate Data
- * Quarterly Report
- * PBBI Reporting

Other stakeholders

- * Complete College America
- * BBER
- * Alliance of Minority Participation
- * NM Lottery Authority

*“The Planning and
Research Division
supports the vision of
a well-informed
education leadership
community in New
Mexico.”*

Counts of Awards By Academic Year



Source: NMHED Data Editing and Reporting System
Data reported is a count of awards (degrees and certificates) granted by public postsecondary and tribal institutions.

**Enrollment Summary
New Mexico Public Postsecondary Institutions**

	Fall 2014 Headcount	Fall 2015 Headcount	Percent Change
Research Universities			
New Mexico Institute of Mining and Technology	2,139	2,146	0%
New Mexico State University	15,841	15,485	-2%
University of New Mexico*	28,534	27,906	-2%
	46,514	45,537	-2%
Comprehensive Universities			
Eastern New Mexico University	6,130	6,279	2%
New Mexico Highlands University	3,560	3,608	1%
Northern New Mexico College	1,349	1,082	-20%
Western New Mexico University	3,510	3,414	-3%
	14,549	14,383	-1%
Branch Community Colleges			
ENMU-Roswell	3,304	2,680	-19%
ENMU-Ruidoso	952	741	-22%
NMSU-Alamogordo	2,142	1,902	-11%
NMSU-Carlsbad	2,047	2,009	-2%
NMSU-Dona Ana	8,530	8,335	-2%
NMSU-Grants	1,145	1,048	-8%
UNM-Gallup	2,463	2,483	1%
UNM-Los Alamos	881	986	12%
UNM-Taos	1,876	1,835	-2%
UNM-Valencia	2,427	2,338	-4%
	25,767	24,357	-5%
Independent Community Colleges			
Central New Mexico Community College	26,824	25,779	-4%
Clovis Community College	3,744	3,699	-1%
Luna Community College	1,457	1,411	-3%
Mesalands Community College	770	805	5%
New Mexico Junior College	3,329	3,023	-9%
San Juan College	9,906	7,718	-22%
Santa Fe Community College	6,497	6,242	-4%
	52,527	48,677	-7%

Enrollment Summary
New Mexico Public Postsecondary Institutions

Tribal Colleges	Fall 2014 Headcount	Fall 2015 Headcount	Percent Change
Dine College	553	611	10%
Institute of American Indian Arts	529	509	-4%
Navajo Technical University	2,086	1,699	-19%
Southwestern Indian Polytechnic Institute	481	402	-16%
	3,649	3,221	-12%
 Statewide Totals	 143,006	 136,175	 -5%

Source: NMHED Data Editing and Reporting System, Fall 2015

*UNM includes Main Campus and Health Science Center College of Nursing, College of Pharmacy, and School of Medicine

**New Mexico Postsecondary Institutions
Fall 2015 Resident and Non-resident Student Status**

	Headcounts	Resident	Non-Resident
Research Universities			
New Mexico Institute of Mining and Technology	2,146	1,696	450
New Mexico State University	15,485	10,932	4,553
University of New Mexico*	27,906	23,627	4,279
	45,537	36,255	9,282
Comprehensive Universities			
Eastern New Mexico University	6,279	4,698	1,581
New Mexico Highlands University	3,608	3,026	582
Northern New Mexico College	1,082	1,021	61
Western New Mexico University	3,414	2,424	990
	14,383	11,169	3,214
Branch Community Colleges			
ENMU-Roswell	2,680	2,493	187
ENMU-Ruidoso	741	700	41
NMSU-Alamogordo	1,902	1,598	304
NMSU-Carlsbad	2,009	1,868	141
NMSU-Dona Ana	8,335	7,440	895
NMSU-Grants	1,048	999	49
UNM-Gallup	2,483	1,944	539
UNM-Los Alamos	986	944	42
UNM-Taos	1,835	1,798	37
UNM-Valencia	2,338	2,281	57
	24,357	22,065	2,292
Independent Community Colleges			
Central New Mexico Community College	25,779	22,851	2,928
Clovis Community College	3,699	3,282	417
Luna Community College	1,411	1,342	69
Mesalands Community College	805	741	64
New Mexico Junior College	3,023	2,443	580
San Juan College	7,718	5,844	1,874
Santa Fe Community College	6,242	5,822	420
	48,677	42,325	6,352

**New Mexico Postsecondary Institutions
Fall 2015 Resident and Non-resident Student Status**

Tribal Colleges

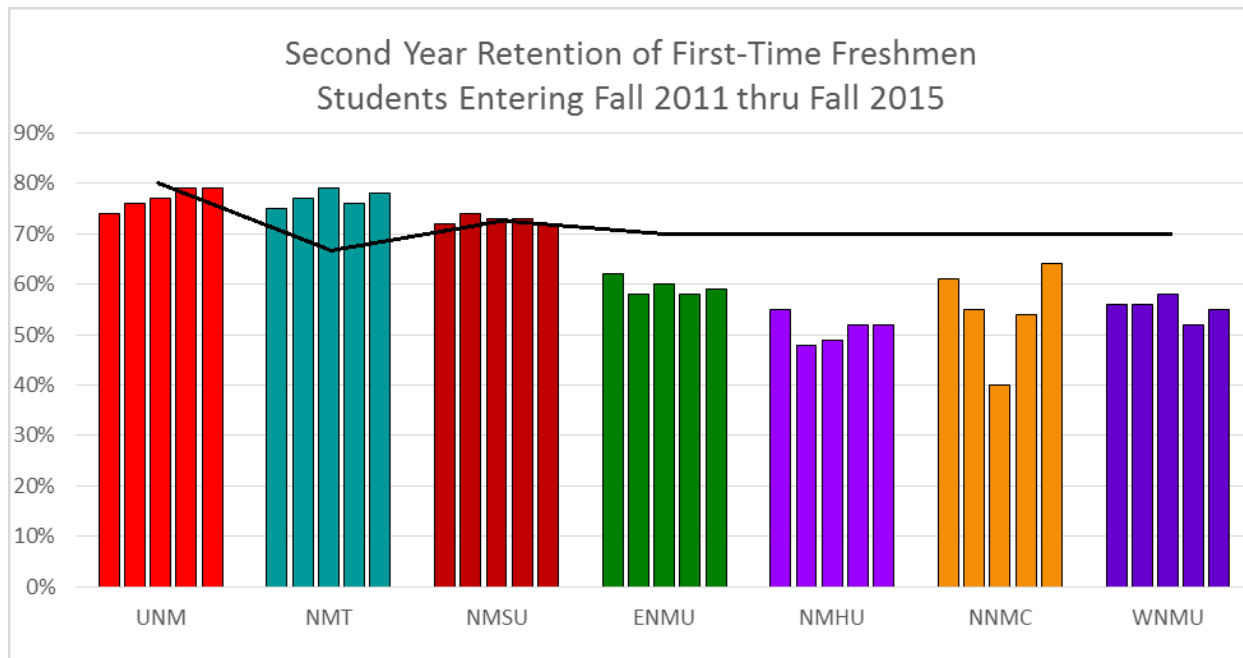
	Headcount	Resident	Non-resident
Dine College	611	380	231
Institute of American Indian Arts	509	509	0
Navajo Technical University	1,699	910	789
Southwestern Indian Polytechnic Institute	402	402	0
	3,221	2,201	1,020
Statewide Totals	136,175	114,015	22,160

Source: NMHED Data Editing and Reporting System, Fall 2015

*UNM includes Main Campus and Health Science Center College of Nursing,
College of Pharmacy, and School of Medicine

Retention of First-time Freshmen to their Second Year

Persistence of first-time freshmen to the second fall semester varies for all universities from year to year. Open-door admission policies at the comprehensive universities help explain the difference in their retention rates relative to the research universities. The black line in the chart represents the average retention rate for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). The research universities are at or near their CSRDE benchmark; the comprehensive universities are all slightly below. All universities have goals to improve student retention.



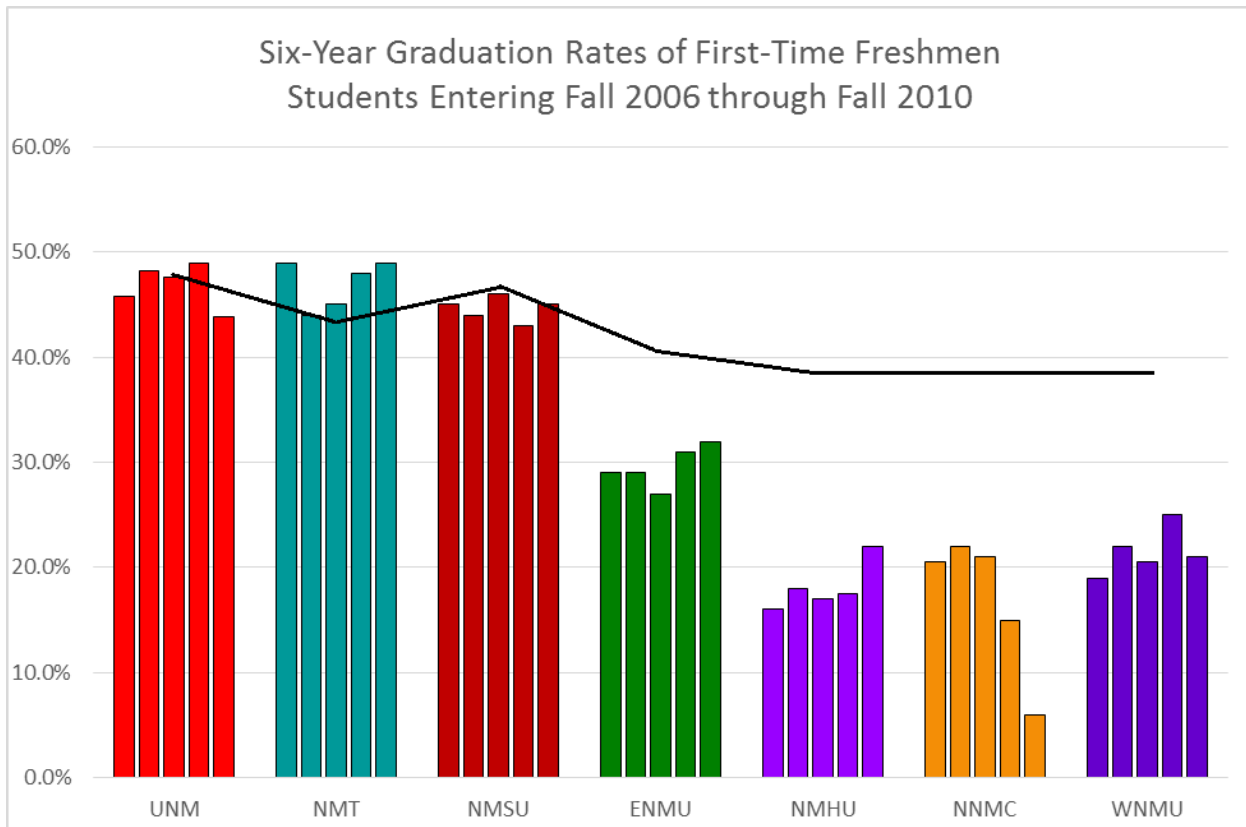
Black trendline is CSRDE Benchmark for 2015-16

**Source: Council of University Presidents Performance Effectiveness Report (November 2016);
New Mexico Higher Education Department (December 2016)**

Six-Year Graduation Rate of First-Time Freshmen

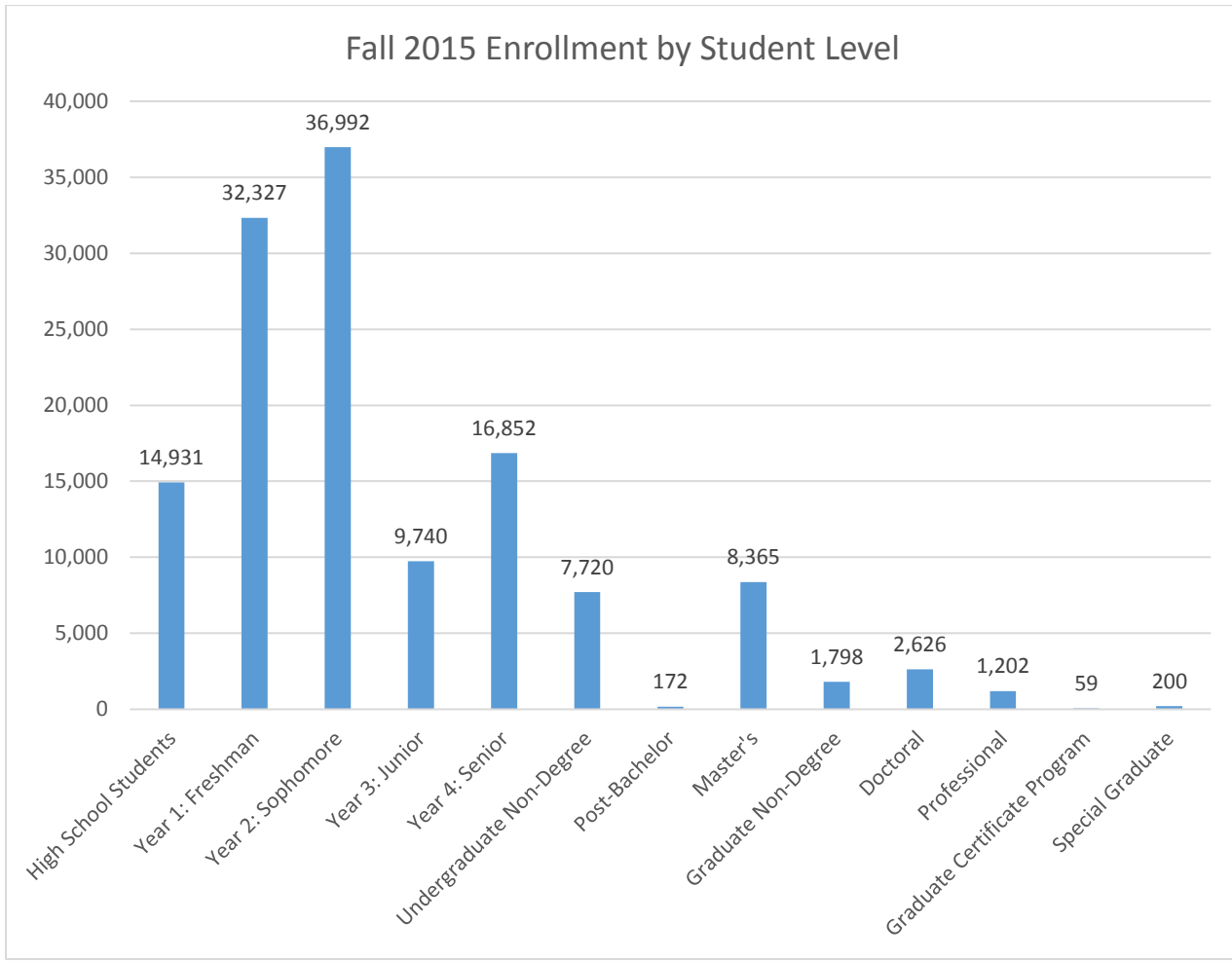
In future reporting periods, the Planning and Research Division will be reporting four-year graduation rates rather than six-year graduation rates. The purpose of this is to identify the number of students graduating within a 100% timeframe for baccalaureate-level programs

A graduation rate of first-time freshmen after six years is a measure that all institutions have committed to increase over the next few years. The data show a similar pattern to the retention rate data, with some fluctuations from year to year. As with retention, the admission policies of the comprehensive universities contribute to the lower rates relative to the research universities. The black line in the chart represents the average six-year graduation rate for similar public universities based on size and their admission profile, as reported by the Consortium for Student Retention Data Exchange (CSRDE). NNMC and WNMU both include associate and certificate awards, as well as bachelor's degrees, in calculating their graduation rates.



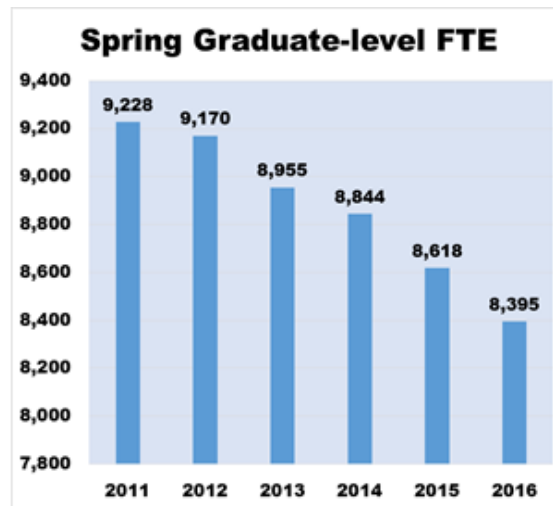
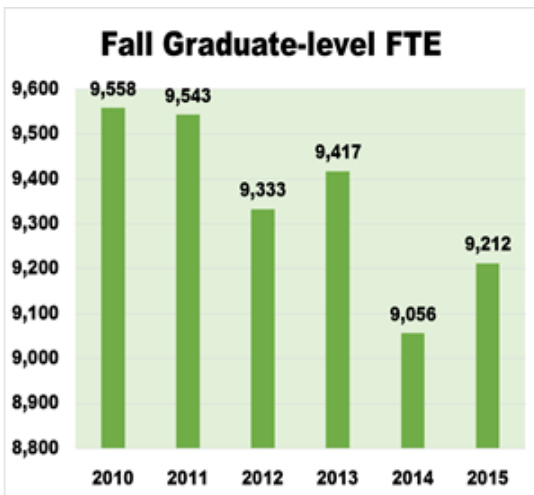
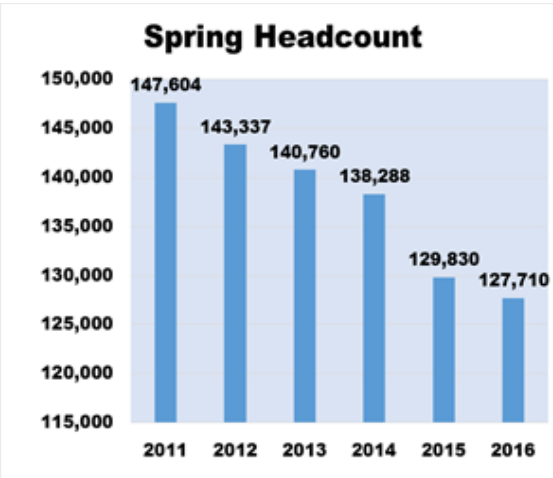
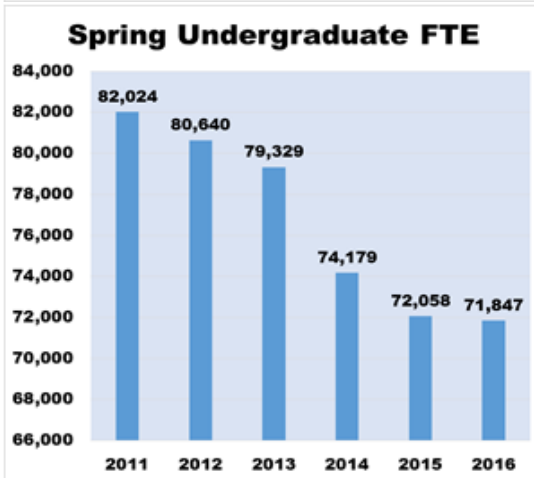
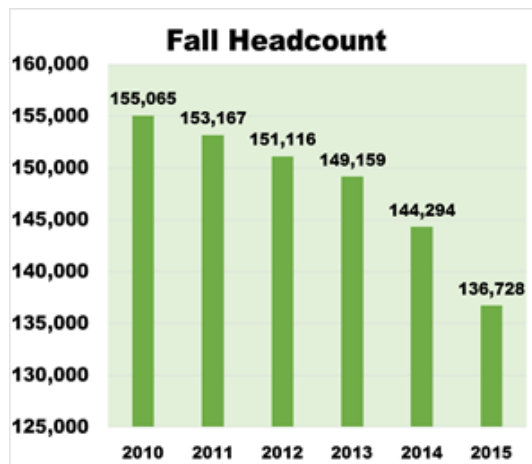
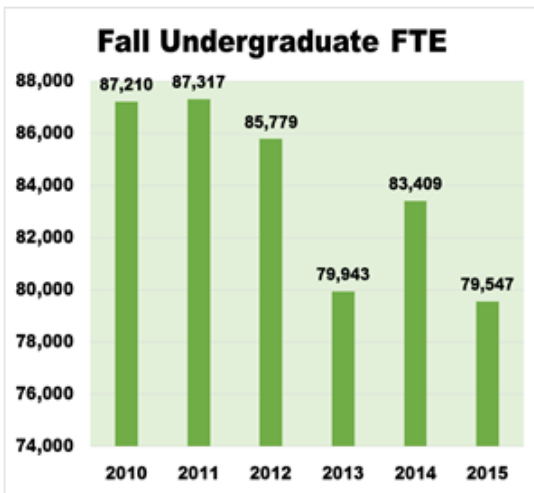
Black trendline is CSRDE Benchmark for 2015-16.
(NNMC and WNMU use a different methodology for this measure)

**Source: Council of University Presidents Performance Effectiveness Report (November 2016);
New Mexico Higher Education Department (December 2016)**



Source: NMHED Data Editing and Reporting System, Fall 2015

**Data reported is a snapshot of Fall 2015 end of term enrollment.
Includes all public postsecondary Institutions and Tribals.**



Source: NMHED Data Editing and Reporting System,

Head Count - distinct count of students within each institution. A student enrolled at multiple institutions during the same semester would be counted more than once.

FTE: Full Time Equivalent is calculated by dividing the total number of SCH (i.e., 15 for UG and 12 for GR).

Undergraduate (UG) FTE is based on Undergraduate students (Undergraduate Level includes concurrent, non degree students, resident, non resident, etc) taking 15 credit hours. Graduate (GR) FTE is based on graduate students (greater than or equal to Master's Level, includes graduate non-degree, resident, non resident) taking 12 credit hours

ADULT EDUCATION DIVISION

2016

The Adult Education Division was moved under the Higher Education Department (HED) in 2003 to provide instructional services for educationally disadvantaged adults. It is funded by the Adult Education fund in the New Mexico State Treasury through an appropriation to HED. Adult education services are also funded by the U.S. Department of Education under the Workforce Innovation and Opportunities Act (WIOA). The purpose of the Adult Education Division is to support free adult education and literacy services in order to:

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that—
 - (A) are necessary to becoming full partners in the educational development of their children; and
 - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- (4) assist immigrants and other individuals who are English language learners in—
 - (A) improving their—
 - (i) reading, writing, speaking, and comprehension skills in English; and
 - (ii) mathematics skills; and
 - (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

The Adult Education Division supports New Mexico's 27 Adult Education programs who served 14,564 students throughout the state in FY16. State support included distribution and monitoring of \$9,876,589 in Federal and State funding; monitoring sub-grantee compliance and performance; providing technical assistance and professional development; and reporting to federal and state agencies. Federal funding was granted through Title II of WIOA, also referred to as the Adult Education and Family Literacy Act (AEFLA).

ELIGIBILITY

Learners who are 16 or more years of age and are not enrolled, or required to be enrolled in, high school are eligible for services, if they:

- lack sufficient mastery of basic educational skills to function effectively in society;
- do not have a secondary school diploma or its equivalent; or
- are unable to speak, read, or write the English language fluently.

CORE PERFORMANCE MEASURES

To help ensure meaningful student progress, three core performance measures guide program planning and curricula. They are the following:

- Attaining a high school equivalency credential;
- Obtaining and retaining employment; and
- Transitioning to postsecondary education.

New Mexico's eligible adults represent important human and economic potential when they are provided access to education and training.

“The Adult Education Division supports New Mexico’s 27 Adult Education programs who served 14,564 students throughout the state in FY16”

Demographics

Nationwide, the U.S. Department of Education estimates that the Adult Education programs they fund are able to serve approximately 5% of the students who are eligible for services. In New Mexico, we were only able to serve about 3% of people who are eligible to receive adult education services. According to the 2014 American Community Survey, approximately 332,813 New Mexicans between the ages of 16 and 64 do not possess a high school credential. An additional 132,000 adults need English as a Second Language (ESL) services. Adult Education in New Mexico tracks only “fundable” students—those who have had 12 or more contact hours of instruction—although the 27 programs serve many for shorter periods. All data reflect only learners who persisted 12 hours or more.

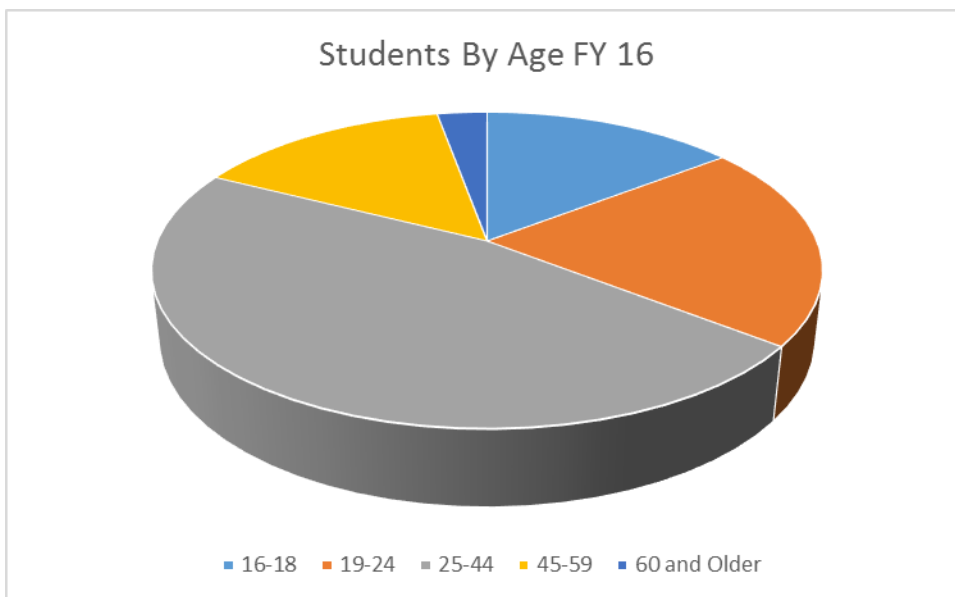
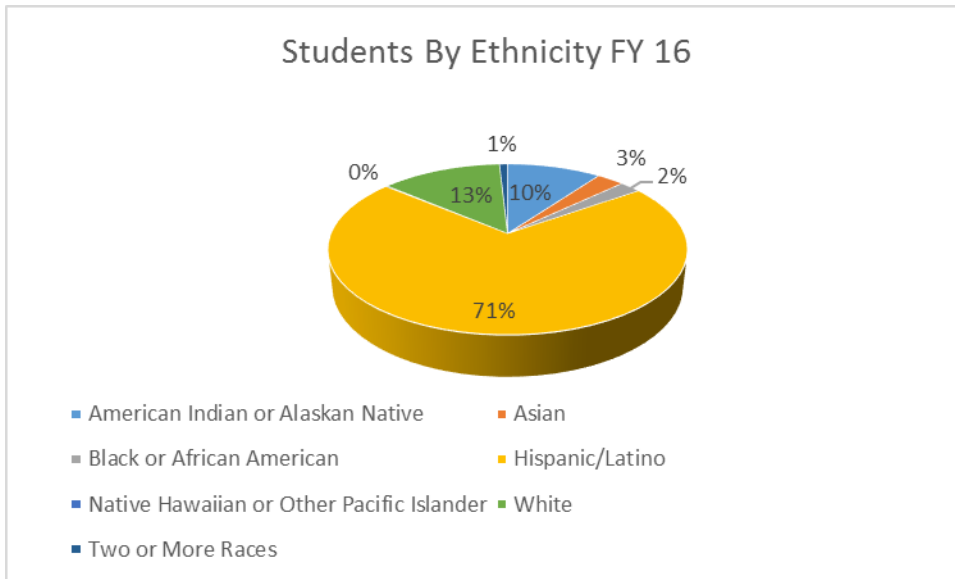
ADULT EDUCATION ENROLLMENT TRENDS, FY11-12 THROUGH FY15-16

Enrollment declined from 18,854 in FY11 to 14,564 in FY16, consistent with decreasing state funding and the declining capacity of programs to pay instructors. During FY16 the number of students ready to study for a High School Equivalency increased somewhat, and the proportion studying ESL declined significantly.

Program Year	Beginning Literacy	Adult Education	Adult Secondary Education	ESL	Total Enrollment
FY 11/12	3237	7229	1588	6800	18854
FY 12/13	3035	7364	1668	7297	19364
FY 13/14	2701	6435	1215	6445	16796
FY 14/15	2406	6016	1089	5842	15353
FY 15/16	2381	5861	1228	5094	14564

Ethnicity and Age

Altogether, 71% of Adult Education students identify as Hispanic, only 13% as white, and 10% as American Indian or Alaskan Native. Four of New Mexico's Adult Education programs, three located on reservations and one at Southwest Indian Polytechnic Institution, serve only Native American students, and almost all programs serve some. In terms of age, students between the ages of 25 and 44 represent almost half of New Mexico's adult learners, and that proportion has been gradually increasing over recent years.



Funding

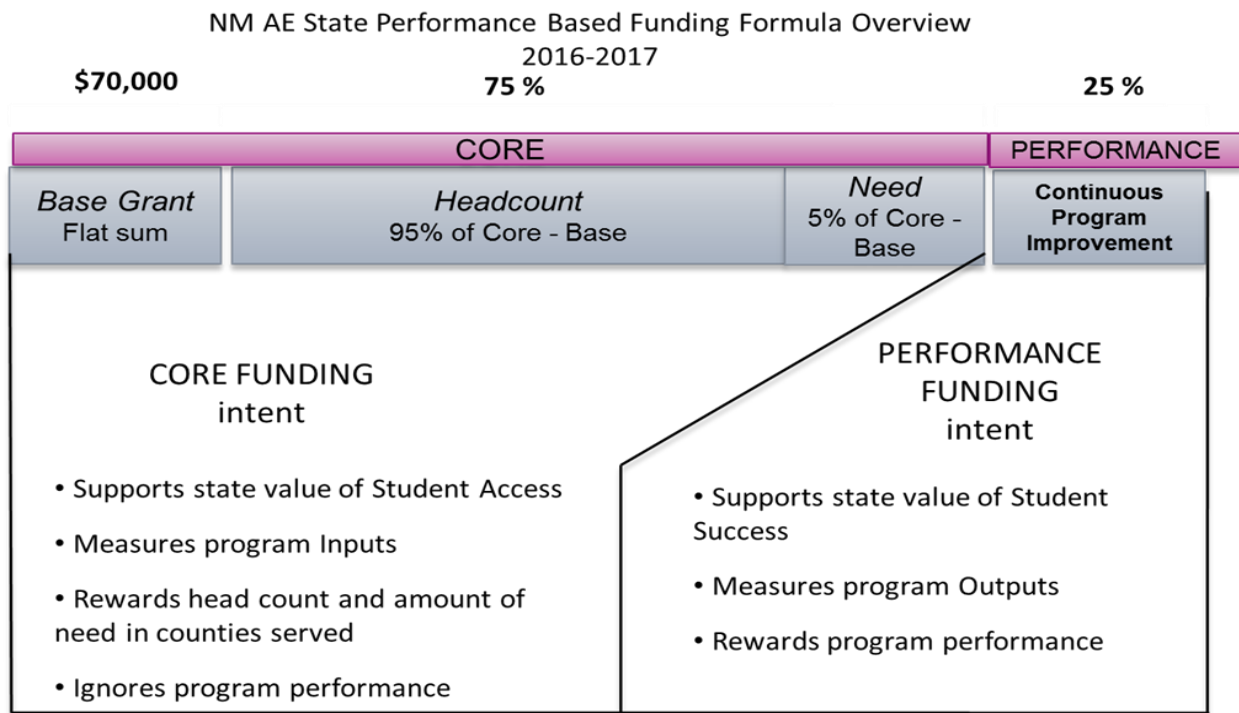
In FY16, the Adult Education Division of the Higher Education Department provided oversight for 27 local Adult Education programs throughout New Mexico and \$9,876,589 in state and federal dollars. Of this, \$5,678,700 was appropriated for the Adult Education Fund through the Higher Education Department's operating budget, and \$4,197, 889 was federal funding. The federal funding is part of the Workforce Innovation and Opportunity Act (WIOA) formula grant funding. This funding for New Mexico State Adult Education programs is awarded through Title II of the WIOA, also called the Adult Education and Family Literacy Act (AEFLA).

Of the 27 local programs, 21 are housed at postsecondary institutions, four at community- based organizations, one in the New Mexico state corrections system, and one at a school district.

ADULT EDUCATION FUNDING FORMULA

The programs to be funded were selected through an RFP process, and the amount of funding for each program is determined each year by formula. Beginning with the funding for FY11, the formula has been partially performance based, a major shift from a formula that had been exclusively based on program inputs, such as enrollment, community need, and program effort measures.

The new formula was developed during FY10 in consultation with stakeholders, including Adult Education program host institutions and their fiscal officers, local program managers and a professional consulting firm specializing in performance based funding in Adult Education programs. The formula was designed to increase the performance portion of the award over time to help mediate radical changes in the funding stream for programs that need to improve performance. Because this formula change was not supported by additional funding, it was also necessary to include loss and gain limits. In FY11 the performance based portion of the funding was 5%. The FY16 performance based portion was 25%. The FY15 State allocation to the providers was \$5,591,000, and the Federal was \$3,261,760.



State and Federal funds are distributed and tracked separately.

Program Monitoring and Support

Adult education in New Mexico is committed to continuously improving program performance. Accurate and timely data collection and entry, ongoing program monitoring, and professional development are key components. To guide practice in the state, the Adult Education Division and the local programs explore promising practices and pilot those that are economically feasible.

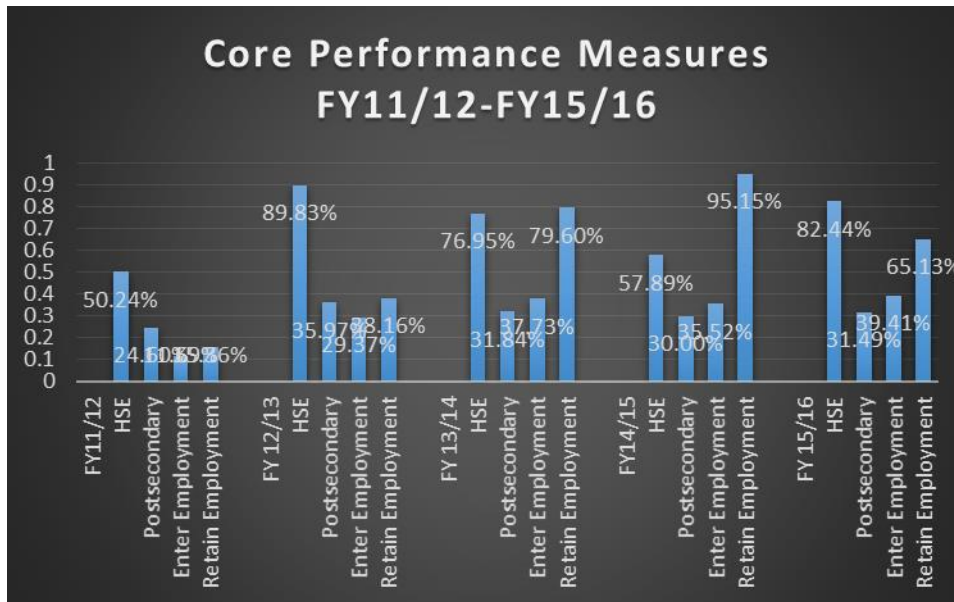
- **Data**—The Adult Education Division monitors program data quality by performing regularly scheduled bi-annual site visits. In addition, the Adult Education Division analyzes performance measures for the programs twice a year and monitors data quality and integrity using a series of database diagnostic tools on a monthly basis. The Adult Education Division also coordinates and provides training to local data technicians and program managers regarding data entry and use.
- **Program Monitoring**—During FY16, 20 of the 27 local programs received bi-annual site visits from the Adult Education Division. The visits were largely procedural, to ensure the presence of necessary procedures and compliance with grant requirements, both state and federal. The Adult Education Division examined financial and data processes, as well as program intake, orientation, assessment, student placement procedures, curriculum, facilities, and staff.
- **Professional Development**—Throughout FY16 the Adult Education Division provided professional development to improve the skills of program administrators, fiscal officers, data technicians, and teachers. Professional development activities took place at statewide conferences, regional gatherings, and in periodic webinars. The state's major focus was on teacher improvement, especially in math and reading.

CORE PERFORMANCE MEASURES

Adult Education programs have four core performance measures beyond advancement in educational functioning levels. They are

- Attainment of the High School Equivalency credential (GED® and HiSET®); [outcomes from data matching Diploma Senders]
- Entering postsecondary education; [outcomes from data matching with NMHED e-DEAR database of college students enrolled in NM public institutions]
- Entering employment; and
- Retaining employment. [outcomes for both entering and retaining employment from data matching with NM Department of Workforce solutions]

Because about 25% of students do not report enough identifying information for an accurate data match, and because NMHED eDEAR data and DWS employment data are limited, NM Adult Education continues to augment data match results with survey follow-up data to represent as full a cohort of these students as possible. Comparative performance over five years is shown below:



GEAR UP DIVISION

2016

In 2012, the U.S. Department of Education awarded the New Mexico Higher Education Department (NMHED) a total of \$33.9 million over seven years (\$4.8 million annually) to fund Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Currently in its fifth year, GEAR UP New Mexico (or GUNM) is designed to increase the number of students graduating from high school and enrolling in postsecondary education and/or training without the need for remediation. The grant follows a priority model, the focus of which is to serve all 7th – 12th grade students in its partner districts, as well as first-year college students who graduated from GEAR UP New Mexico high schools. During the 2015-16 school year, GEAR UP New Mexico (GUNM) served 13,349 middle and high school students in 24 schools in 11 school districts and 575 first-year college students throughout the state.

GEAR UP's purpose is to increase college-access opportunities for under-represented, low-income, minority, and first-generation college-going students. Race and income historically have posed significant barriers to enrollment in higher education, effectively limiting opportunity for generations of students. GUNM equips students and their families with the skills and knowledge to overcome these obstacles by providing them with academic support, developing financial aid and academic readiness awareness, and teaching students non-cognitive skills, such as self-efficacy, self-determination, and self-advocacy, critical to post-secondary success.

GUNM also fosters a college-going culture in its partner districts through support of school-based models that fill identifiable gaps in services, enrich existing ones, and bring about sustainable change through implementation of replicable programs to meet the unique and varied needs of students, staff, families, and their local communities. In addition, these supports are aligned with school districts' specific goals as articulated in the Educational Plan for Student Success (EPSS) and School Report Cards designed to meet the requirements set forth by the New Mexico Public Education Department (NMPED).

“GEAR UP's purpose is to increase college-access opportunities for under-represented, low-income, minority, and first-generation college-going students.”

GEAR UP Service Area and Population

All but one (Santa Fe) of GUNM's partner districts are located in small towns and villages in heavily rural areas without significant economic development. Many are located on or near Indian reservations, lands typically without significant tax bases or economic infrastructure. In addition to Central Consolidated School District on the Navajo Nation and Walatowa High Charter School on Jemez Pueblo, three other districts (Grants-Cibola County, Jemez Valley, and Bernalillo) border reservation land and comprise large percentages of students from a number of different Native American tribes, including Navajo and the pueblos of Acoma, Laguna, Jemez, Santo Domingo, Sandia, San Felipe, Santa Ana, and Zia. These demographics reflect a set of conditions (i.e., dispersed population, physical isolation, and lack of significant economic development or transportation infrastructure) that creates added challenges to increasing post-secondary opportunities for New Mexico's students.

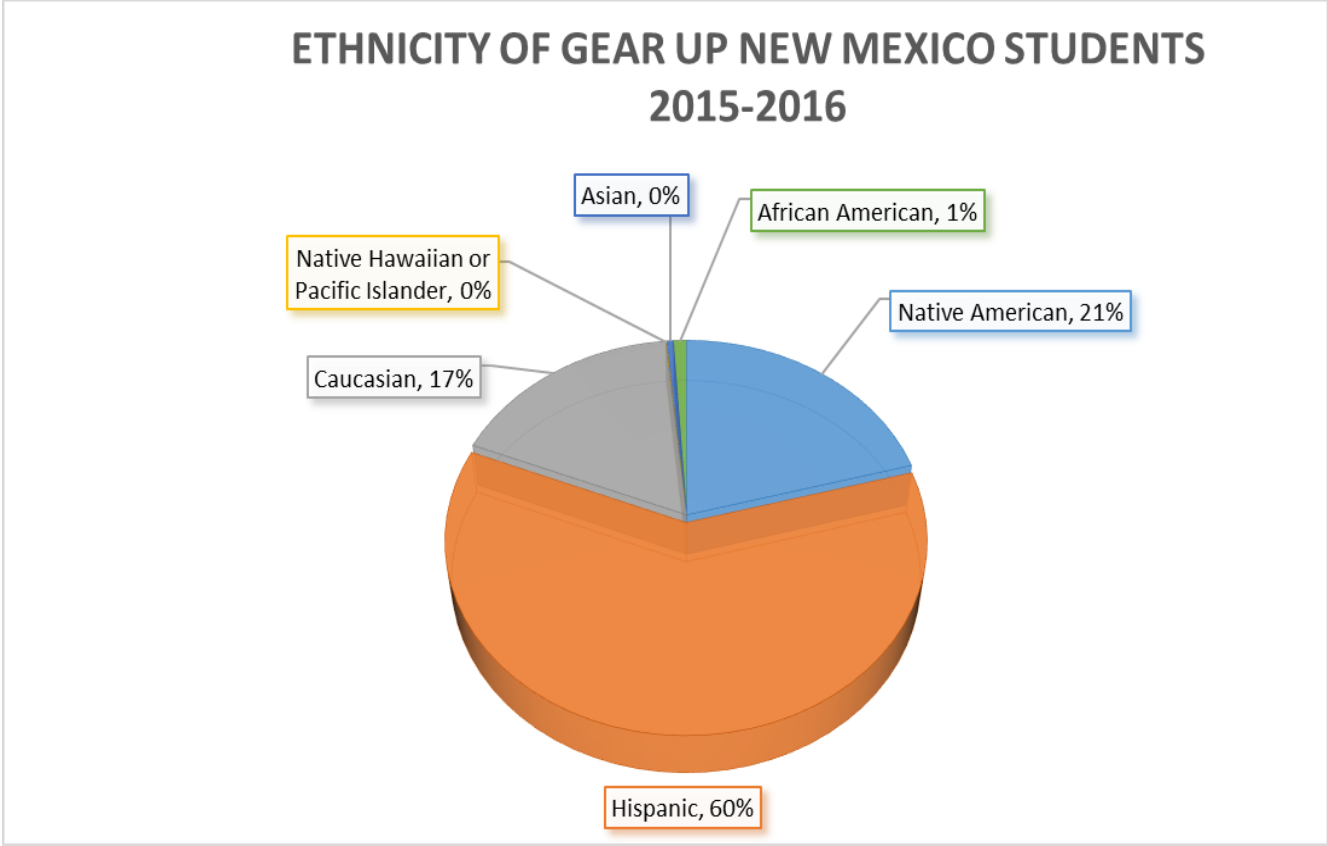
As illustrated in Table 1: *GUNM Service Area*, GEAR UP New Mexico students come from places that range in size from Gallina, population 286, to Santa Fe with a population of 84,099. The median household income of these communities spans a high of \$51,635 in Los Lunas to a low of \$27,654 in Peñasco. Two communities, Cochiti Pueblo and Peñasco, have median incomes below \$30,000, and five others have median incomes under \$40,000. The only locales where median household income exceeds \$50,000 are Los Lunas and Santa Fe (both of which are slightly above the state average).

Table 1: ***GUNM Service Area***

District	School	City (or Pueblo)	Population	Median Household Income	Pop. per square mile
Bernalillo	Bernalillo High School	Bernalillo	8,843	\$43,199	1741
	Bernalillo Middle School (6-8)				
	Cochiti Middle (K-8)	Cochiti Pueblo	654	\$27,980	444
	Santo Domingo Middle (K-8)	Santo Domingo Pueblo	3,292	\$35,883	1,227
Central Consolidated	Shiprock High	Shiprock	8,295	\$34,464	617
	Tse'Bit'A'i Middle (6-8)				
Grants	Grants-Cibola High	Grants	9,239	\$40,882	618
	Los Alamos Middle (7-8)				
Jemez Mountain	Coronado High	Gallina	286	\$30,517	3
	Coronado Middle (6-8)				
Jemez Valley	Jemez Valley High	Jemez Pueblo	1,788	\$46,525	876
	Jemez Valley Middle (6-8)				
Los Lunas	Los Lunas High	Los Lunas	15,336	\$51,635	1014
	Los Lunas Middle (7-8)				
Mora	Mora High	Mora	656	\$38,697	8
	Lazaro Larry Garcia Middle (6-8)				
Pecos	Pecos High	Pecos	1,392	\$36,388	788
	Pecos Middle (6-8)				
Peñasco	Peñasco High	Peñasco	589	\$27,654	489
	Peñasco Middle (6-8)				
Santa Fe	Capital High	Santa Fe	84,099	\$50,213	1478
	Edward Ortiz Middle (6-8)				
Walatowa	Walatowa Charter High	Jemez Pueblo	1,788	\$46,525	876
	San Diego Riverside (K-8)				

GUNM students reside in communities rich in culture, history, and tradition reflective of the state’s historically tri-partite ethnic composition. As illustrated in Figure 1: *GUNM Student Population*, 60% (n=8,478) of our students are Hispanic, 21% (n=2,908) are Native American, and 17% (n=2,428) are Caucasian. In addition, the Native American population consists of students of varied tribal backgrounds, primarily Navajo and a number of culturally-distinct Pueblos. 89% (n=12,506) of GUNM students’ families qualify for the Free and/or Reduced Lunch program, an indicator of economic need.

Figure 1: **GEAR UP Student Population**



GUNM Service Delivery

GUNM programs and services have been designed to meet the following four objectives:

- improve students’ academic performance and preparation for postsecondary education;
- increase high school graduation rates and postsecondary enrollment for GUNM students;
- augment students’ and their families’ knowledge of postsecondary options, readiness, and financing; and
- foster change in partner districts that is both systemic and sustainable, supportive of continued efforts to increase students’ preparation for postsecondary enrollment and career success.

The core pillars of GUNM are an embedded literacy intervention, a College and Career Readiness system (CCRS), and opportunities to develop student leadership. Each partner district offers GUNM-funded literacy intervention classes for students identified as “nearing proficient” in Reading. These classes target vocabulary development, text structure, and comprehension strategies to prepare students for success in their core English and other content area classes, allowing them to remain on-track to graduate. The instructors deliver a research-based reading curriculum; most utilize READ 180 or ACHIEVE 3000, both highly-structured programs designed to improve students’ abilities in essential literacy skills and ready them for the demands of core English/Language Arts classes. During the school year, 720 students received literacy intervention services for a total of 75,194 hours, an increase over the prior year of 24% in number of students and 18% in number of hours provided.

Through support for college and career readiness frameworks, GUNM enables partner districts to increase the rigor of their course offerings and to assist students in acquiring the academic skills and self-efficacy behaviors necessary to navigate successful postsecondary studies. Six of our districts use AVID as their CCRS, three use ACT’s *QualityCore*, and two have

created their own locally-developed college readiness system. Each district's CCRS adheres to a series of well-defined and measurable elements that lend greater structure and accountability to its school-wide implementation. These essential components were adapted in part from the National High School Center, based at the American Institutes for Research, and encompass principles related to instruction, assessment & accountability, professional development, and sustainability.

GUNM believes that leadership often emerges in students who may not be initially identified as natural leaders through rich and meaningful experiences. To that end, GUNM provides an annual Student Leadership Conference, designed to raise college and career expectations and to develop student leadership and other sustainable forms of systemic change in its Partner Districts. This conference includes a series of interactive workshops focused on a range of critical skills for success such as building relationships, communicating effectively, and identifying goals and creating action plans. Twelve students from each district attend the conference, learning and applying these skills in an effort to develop as leaders, serve as mentors to other students, and nurture the creation of a sustainable mentoring/service leadership program.

The annual Student Leadership Conference acts, in part, as another means through which GUNM can support further development of the on-going student mentoring programs in each of its Partner Districts. Through such groups as GEAR UP Ambassadors at Pecos, Bernalillo, Los Lunas, and Peñasco High Schools, JUNTOS at Santa Fe's Capital High, and FOCUS: Ignition at Shiprock High School and Walatowa High, GUNM students are being mentored as well as serving as mentors, themselves, many in "near-peer" mentoring models. These student leaders, many of whom have attended the Student Leadership Conference, also provide organizational supports to our GUNM Program Coordinators, in their efforts to establish a range of school-based resources for students, such as GEAR UP clubs. These students play a number of important roles, assisting Program Coordinators in coordinating GUNM events, maximizing student participation, and increasing visibility of GUNM on their campuses.

Finally, in an effort to monitor and ensure consistent service delivery, GUNM has regularly conducted mandatory collaborative work sessions for all GUNM Program Coordinators, Literacy Teachers, and Data Coordinators, as well as its own annual strategic planning session for state-level staff—a valuable time to engage in team-building, thoughtful reflection, and critical review of the current state of the program, and to make decisions, collectively, on how to strategically move GUNM forward. GUNM has also annually sent a number of GUNM Program Coordinators and most of its state-level HED staff to the GEAR UP national conferences where "best practices" are disseminated. GUNM gained national recognition this year in the form of a number of presentations at these conferences by both state and school-level GUNM staff, as well as the conferring of GEAR UP West's Professional of the Year Award to the Bernalillo Public Schools' Program Coordinator for her outstanding achievements and service to her students and their families.

Figure 2: *GUNM Student Leadership Conference (October, 2015)*



GUNM Highlights for School Year 2015-16

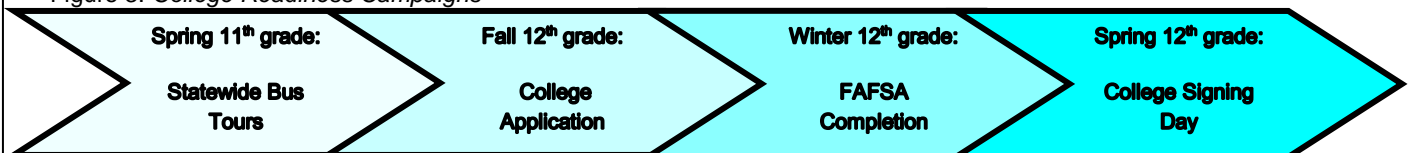
GUNM made a number of critical advances during its recently-completed fourth year—a time marked by significant progress in quality of programming and service delivery. 2015-16 was a year of coalescence and growth, a period of profound maturation in which capacities were developed, new initiatives implemented, and existing ones enhanced through more purposeful program design and delivery.

Increasing knowledge of financial aid and academic preparation for postsecondary success was a primary focus over the year. Partner districts provided substantially more services targeted to raising student and parent awareness of post-secondary education preparation and financing, dramatically increasing the number of hours of financial aid counseling/advising that they were able to provide to students' families. Not only did the amount of hours nearly double (rising from 596 to 1,109), but, perhaps more significantly, the number of parents receiving services through these events grew by 64% from the prior year.

One of the most significant successes during the year was GUNM's growth in the breadth and depth of its college and career readiness services, particularly as seen in a notable expansion of summer programming and state-wide college readiness initiatives. Students in every high school in every partner district were able to take advantage of visits to college campuses, college and career fairs, and, substantial support in completing college applications and FAFSA. During this reporting period, the number of students who went on a GUNM-sponsored visit to a college or university rose significantly, from 2,170 to 3,277, an increase of nearly 52% over the previous year. Moreover, in 2016, GUNM offered three times as many college and career readiness-related programs as it had during the prior summer.

A principal highlight was GUNM's enhanced ability to raise students' and families' awareness of financing and academic preparation for post-secondary studies through acutely-focused, state-wide college readiness campaigns supported by promotional materials, public relations efforts, and direct staff assistance. Over the course of this reporting period, GUNM's provision of services in college readiness has evolved from a number of isolated events to a suite of inter-related campaigns reflecting a purposeful progression, governed by explicit objectives and backed by extensive promotional materials and outreach efforts. These campaigns include spring and summer college bus tours, followed by participation in College Application Week, FAFSA before March 1st, and an end-of-the year College Signing Day. Each partner district, with support from NMHED staff, hosts this series of campaigns beginning with the spring and/or summer of students' junior year in high school and culminating in May of their senior year. The timing and structure of this quartet of campaigns were designed to reflect a logical sequence as students explore and pursue postsecondary options over their final two years of high school.

Figure 3: *College Readiness Campaigns*



- ***GUNM College Bus Tour.*** GUNM expanded its state-wide college bus tours during the 2015-16 school year, adding a spring bus tour to its existing summer college tour, to host a pair of three - day bus trips (one in March, another in June) targeted toward juniors and rising seniors. These tours allowed students to visit campuses and explore the unique program offerings at a range of public postsecondary institutions in the state, including Western New Mexico University, Eastern New Mexico University, New Mexico State University, New Mexico Tech, Doña Ana Community College, Mesalands Community College, and New Mexico Military Institute. These coordinated college tours not only give students critical first-hand, institution-specific information regarding academic preparation, admissions, and financing, but also provide them rich opportunities to establish relationships with other students likely be in their freshman postsecondary cohorts.
- ***College Application Week.*** During GUNM's College Application Week, high schools celebrate their seniors' efforts with college-themed activities and/or presentations, in addition to the formally designated times for seniors to complete their applications. In 2015, 62% (or 727) of the 1,170 participating seniors completed at least one college application. More significantly, the average number of applications completed by each student rose from 1.5 to 2.3 applications. Increasing the number of college applications from one to two can increase a student's probability of enrolling at a four-year college by 40 percent, and increasing the number of application from two to three can increase a student's probability of enrollment by 10 percent.¹

¹ Smith, J. (2011). Can applying to more college increase enrollment rates? Research brief: College Board Advocacy & Policy Center. Retrieved November 30, 2016, from <https://research.collegeboard.org/sites/default/files/publications/2014/9/research-brief-can-applying-to-more-colleges-increase-enrollment-rates.pdf>

- **Free Application for Federal Student Financial Aid (FAFSA) Completion before March 1.** GUNM has put into place a range of services for Partner Districts to help students and their families through the process, including a coordinated state-wide campaign, supported by direct outreach and promotional materials. In February 2016, GUNM introduced its *FAFSA Before March 1* campaign, a three-part series of workshops providing help with each step from orientation and preparation of paperwork to the completion of the FAFSA itself. In 2015-2016, 24% of GUNM seniors completed their FAFSA by March 1st, compared to 22% the previous year. In addition, data analysis revealed a strong correlation between the campaign's kick-off and an acceleration of completion rates in partner districts. This improvement enabled GUNM Partner Districts to match the rate for the rest of the state for the first time since the beginning of the current grant.
- **College Signing Day.** In May, 2016, each of GUNM's eleven partner districts held a College Signing Day ceremony. This event offered a chance to highlight students' accomplishments in gaining acceptance to an institution of higher education as well as to recognize the hard work and support of their families. In the relatively isolated communities from which many GUNM students – many of whom are first generation college-going – come, celebrations such as these serve as significant motivation to attend postsecondary institutions, helping to raise the expectations of families regarding postsecondary options for their children.

Another noteworthy achievement involved program administration, and was represented by a marked increase in GUNM's ability to provide data-driven, formative assessment and evaluation in support of improving delivery of services to students and families. The ability to collect and utilize data effectively, once a challenge, became a notable success over this past year, as GUNM state-level staff enhanced its data collection and reporting system, while developing a more refined evaluation infrastructure to guide continuous program improvement in each of its eleven partner districts.

GUNM made significant gains in refining its evaluation infrastructure to reflect a more organic, locally-driven, and practical evaluation process for Program Coordinators and state-level staff to track and measure grant deliverables. This concerted effort involved improvements to the infrastructure's principal components in each of the three tiers: *Data* (collection, reporting, analysis, and stakeholder reflection); *Continuous Program Improvement Plan, or CPIP* (the district-specific program plan for the school year, adhering to minimum standards for service delivery and developing promising practices rooted in evidence and feedback from participants); and *Results and Findings* (or, the degree to which GEAR UP services and short-term outcomes impact long-term student success in enrolling and persisting from first to second year of postsecondary education). In short, GUNM and its Partner Districts are now able to engage in the mindful collection, analysis, and meaningful application of a range of useful data.

PRIVATE AND POSTSECONDARY SCHOOLS DIVISION

2016

The Private Postsecondary Schools Division (PPSD) operates under the authority of the "Post-Secondary Educational Institution Act." PPSD staff are tasked with review of applications from educational institutions seeking licensure, registration or exempt status. In 2016, the division received applications for approximately, 105 licenses, 45 registrations, and 15 exemptions. In addition, 69 applications for designating agents, which recruit students from New Mexico to attend out of state higher educational institutions, were submitted and reviewed.

Program Integrity Rule

The Program Integrity Rule (34 C.F.R. §600.9) requires state authorization for all higher education institutions offering federal financial aid to enrolled students. State authorization can be obtained by applying for full licensure or registration status with the New Mexico Higher Education Department (HED). The legislature amended the New Mexico statutes to comply with the federal program integrity rules July 1, 2015. Since this legislation, the Division has seen an increase in applications for registration and licensure and a decrease in exemption requests.

Closed Schools and Student Transcripts

During 2016, Brown Mackie College announced their intent to close by 2018. Additionally, the following two licensed institutions closed:

- Santa Fe Culinary Academy closed October 2016
- ITT Technical Institute closed August 2016

The Division works closely with schools as they close their doors because the Higher Education Department maintains student records and processes transcript requests for closed schools. During 2016, the PPSD Closed Schools and Transcripts Administrator processed approximately 210 transcript requests and employment verifications.

Challenges

ITT Technical Institute Closure

The New Mexico Office of the Attorney General filed a lawsuit against ITT Technical institute approximately two and a half years ago. On September 6, 2016, ITT Technical Institute notified students, staff, faculty and the U.S. Department of Education that they decided to cease operation at the 136 ITT Technical Institute locations throughout the country. On September 16, 2016, the company filed a voluntary petition for Chapter 7 Bankruptcy in the United States Bankruptcy Court for the Southern District of Indiana. On November 8, 2016, the bankruptcy court issued an order enjoining lawsuits from proceeding until December 21, 2016. The New Mexico Office of the Attorney General is also involved in the bankruptcy proceeding and has been in communication with HED to continue to pursue the custodianship of student records.

"In 2016, the division received application for approximately 105 licenses, 45 registrations, and 15 exemptions."

At the time of its closure, the New Mexico campus had approximately 376 students enrolled. HED helped facilitate the transfer of students in nursing, engineering, and business administration programs to several New Mexico higher education institutions.

Accrediting Council for Independent Colleges and Schools (ACICS)

On December 12, 2016, the U.S. Department of Education withdrew recognition of ACICS as a national accrediting agency. The New Mexico Higher Education Department has decided that it will recognize institutions as accredited for an 18 month provisional period, consistent with the period allowed by the U.S. Department of Education. This will allow institutions time to obtain a new accreditor or develop a plan for closing the institution. Institutions that do not obtain accreditation during the provisional period are at risk for losing access to the federal financial aid. According to the ACICS's directory, the following New Mexico higher education institutions have accreditation with ACICS:

- Brookline College
- Brown Mackie College (scheduled to close 2018)
- Charter Institute A Division of Charter College (3 location in New Mexico)

NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCALITY AGREEMENTS (NC-SARA)

SARA is an agreement among member states, districts and territories that sets national standards for interstate offering of postsecondary distance education courses and programs. SARA allows students to benefit from educational services across state lines.

SARA centralizes the authorization process for each institution in a single state, referred to as the "home state." By reducing the number of states in which an institution needs to apply for authorization, students benefit from expanded access to educational offerings and institutions benefit by reducing state authorization costs.

As of November 1, 2016 SARA membership included 44 states plus the District of Columbia. New Mexico became a member on May 12, 2015.

The New Mexico Higher Education institutions to become part of the 1,182 nation-wide SARA Institutes are:

- Burrell College of Osteopathic Medicine
- Central New Mexico Community College
- Clovis Community College
- Dona Ana Community College
- Eastern New Mexico University
- EC-Council University
- National College of Midwifery
- New Mexico Highlands University
- New Mexico Institute of Mining and Technology
- New Mexico Junior College
- New Mexico State University
- San Juan College
- University of New Mexico-Main Campus
- University of the Southwest
- Western New Mexico University

Student Complaints

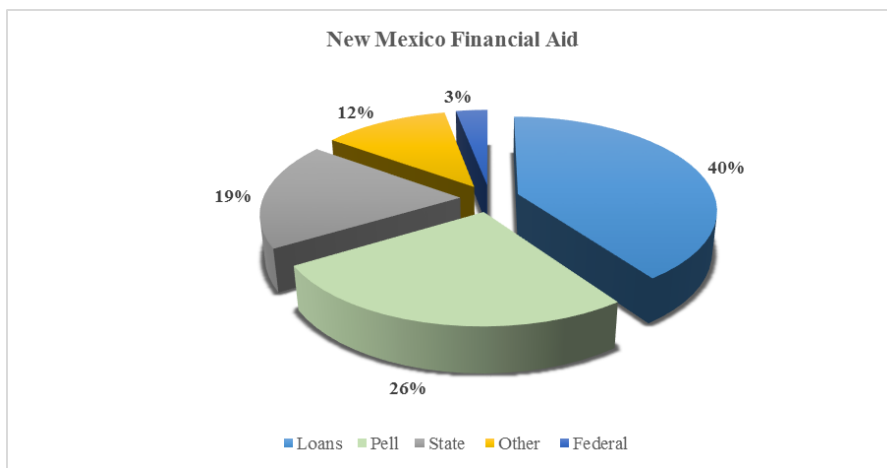
NMHED receives all student complaints for both private and public schools. The complaints are assigned to a two-person team to help facilitate resolution with the institutions. Between January 1, 2016 and December 1, 2016, the team processed approximately 70 private and public institutions student complaints that range from access to financial aid records to instructional differences.

FINANCIAL AID DIVISION

2016

The New Mexico Higher Education Department Financial Aid Division oversees a wide range of financial aid programs including loan for service, loan repayment programs, grants and scholarships. The Legislative appropriation to the Financial Aid Special Programs Fund accounts for approximately 66 percent of the Higher Education Department General Fund appropriation. In FY16, financial aid totaling \$632 million was utilized by New Mexico students. New Mexico students received \$378 million in grants and scholarships, \$254 million in loans and \$7.6 million in Work-Study programs. Figure 1 shows the distribution of the types of student aid in Fiscal Year 2016.

Figure 1



Student Loan Assistance – Loan for Service and Loan Repayment

Many of NMHED’s financial aid programs directly address workforce shortages in New Mexico, particularly in the fields of medicine and behavioral health. These programs are either pre-degree, pre-service support while a student pursues their degree (Loan for Service); or provide post-degree, in-service support (Loan Repayment).

Federal and State Student Loans in New Mexico

Federal Financial Aid continues to be the largest source of financial aid dollars within New Mexico. The Federal Pell Grant program in 2015-2016 AY provided funding totaling \$165.8 million for over forty eight thousand New Mexico students. Students attending New Mexico public post-secondary educational institutions utilize federal student loans at a higher rate than state funded loan programs. State loan programs account for about 1% of the total loan distribution within New Mexico. The state loan distributions are geared toward retaining professionals in high need areas in the state. The loan programs focus on minimizing the loan debt for professionals providing service in the health, public service and education sectors.

“The Legislative appropriation to the Financial Aid Special Programs Fund accounts for approximately 66 percent of the Higher Education Department General Fund Appropriation.”

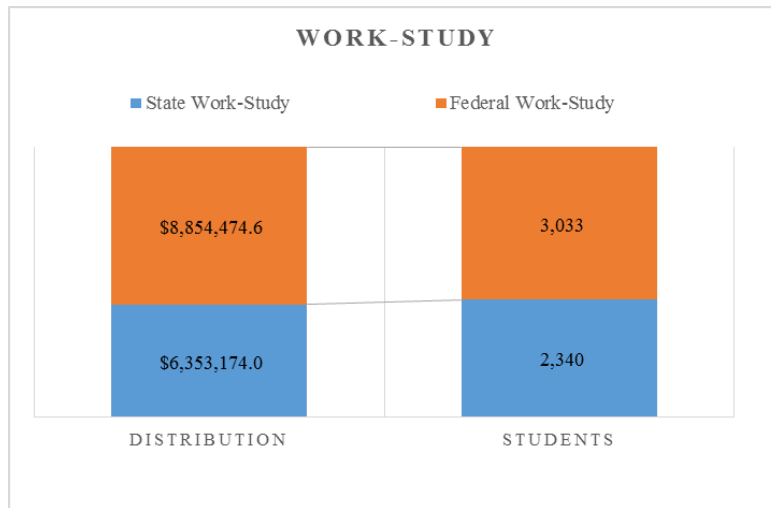
The following table summarizes state and federal loan distributions for students in Fiscal Year 2016:

Loan Programs	Distribution
Teacher Loan	\$16,000
Nurse Educator Loan	\$44,750
Minority Doctoral Loan	\$90,000
Allied Health Loan	\$96,000
Nursing Loan	\$425,325
Primary Care Tuition Wavier Loan	\$112,000
Medical Student Loan	\$475,000
WICHE Loan	\$2,189,983
Perkins Loan	\$2,409,679
Direct PLUS	\$2,386,079
Parent Loans for Undergraduates (PLUS)	\$6,168,882
Private Loan	\$9,831,657
Stafford Student Loan (SSL)	\$30,676,273
Direct Subsidized	\$48,574,986
Direct Unsubsidized	\$72,275,639
Stafford Unsubsidized	\$78,640,595
TOTAL	\$254,412,848

Work Study

New Mexico matches Federal Work Study support through the Legislature's General Fund appropriation to the Financial Aid Special Programs Fund. Figure 2 shows the amounts of Federal and State Work Study support along with the number of student participants.

Figure 2

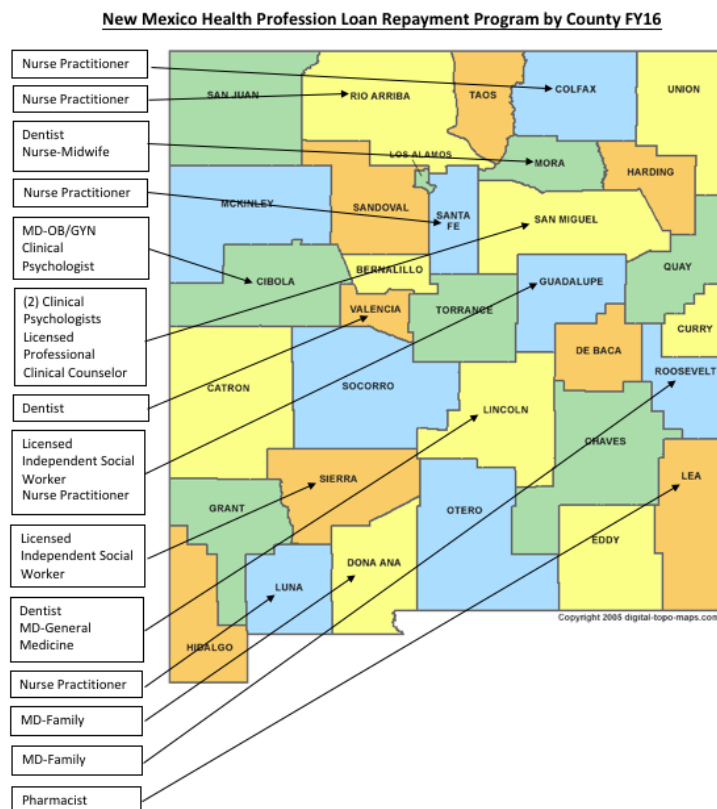


Health Profession Loan Repayment Program (HPLRP)

The Health Profession Loan Repayment Program improves rural health in New Mexico by increasing health care provider coverage in underserved areas. Practicing health professionals receive student loan repayment assistance in exchange for service within underserved communities. New Mexico's HPLRP has been instrumental in recruiting and retaining health professionals in the neediest communities.

In FY16, Advanced Practice Nurses, Clinical Psychologists and other mental health providers were considered the priority professions for FY16 funding distribution. Medical professionals, dentists and allied health providers also received awards. During the FY16 application cycle 27 of the 106 eligible applicants were offered awards. Figure 3 shows the distribution of FY16 awards by profession and county of practice.

Figure 3



Health Loan for Service Program

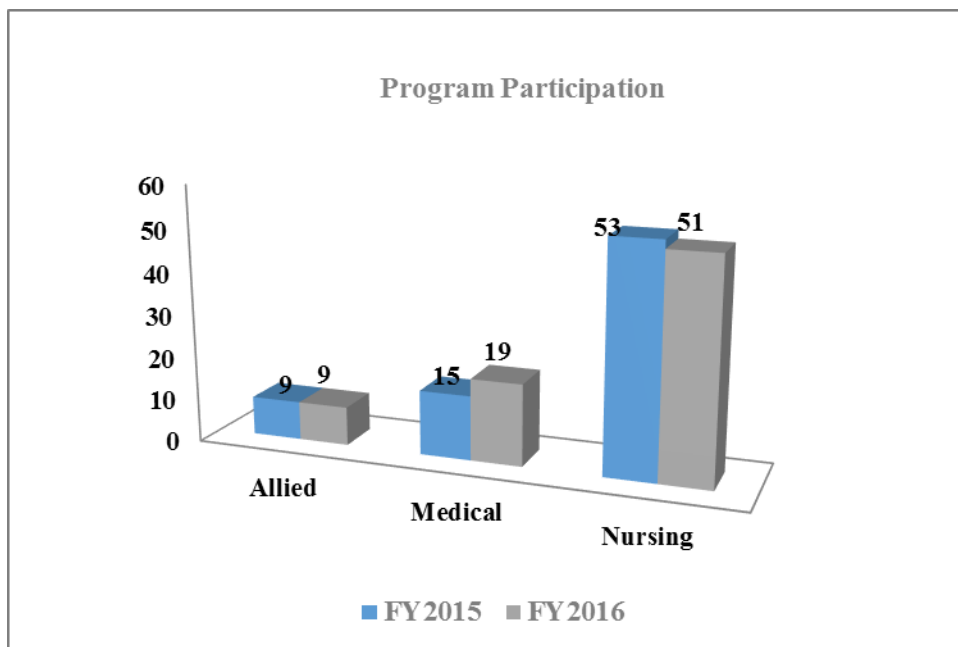
The Health Loan for Service Program includes Allied, Medical and Nursing Loan for Service programs.

In FY16 the program appropriation could not meet the demand to award all eligible applicants. The appropriation funded 70% of the eligible applicants. The following table shows the distributions of applicants and awardees in FY16.

Applicants vs. Awards FY16

Program	Applications	Total Awards
Nursing LFS	57	48
Medical LFS	30	19
Allied LFS	25	9

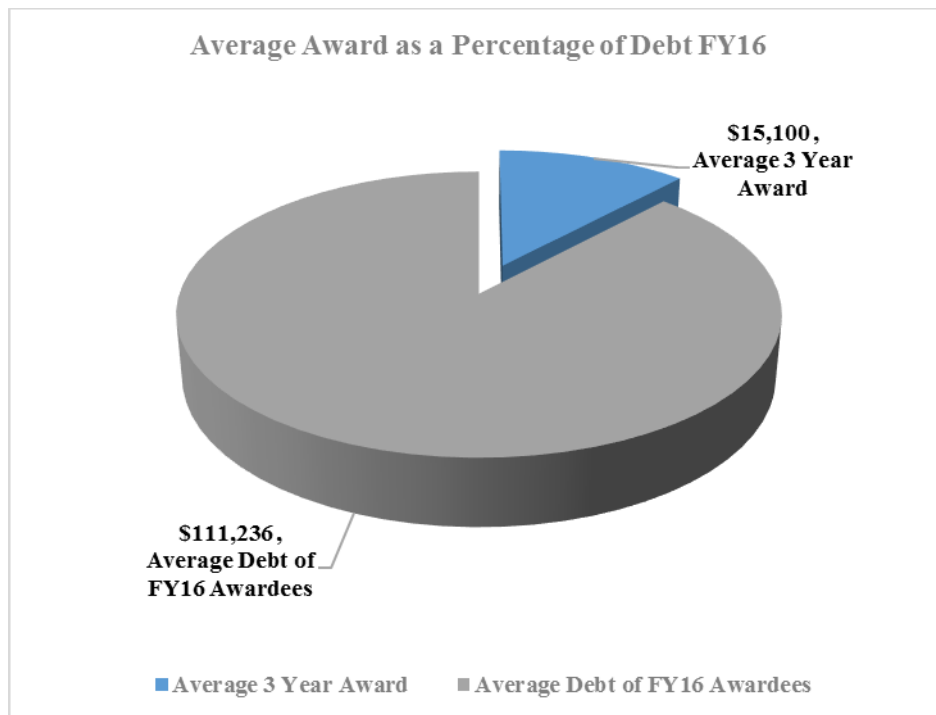
Figure 4 shows the distribution of program participants by profession type and new/renewal applicants



Teacher Loan Repayment Program

The purpose of the Teacher Loan Repayment Act is to increase the number of teachers in designated high-risk teacher positions in public schools through an educational loan repayment program. The act provides for repayment of the principal and reasonable interest accrued on loans obtained from the federal government for teacher education purposes. Since its creation by the Legislature in 2013, the Teacher Loan for Service Program has not received an appropriation. The New Mexico Higher Education Department was able to fund 10 eligible applicants out of the 209 applicants who applied in FY16 through cost savings in other programs funded through the Special Programs Fund. The average applicant student loan debt was \$42,722 and the award amount per eligible participant is \$3,000 per academic year. Teachers on the program are committed to teach in high risk schools for two academic years.

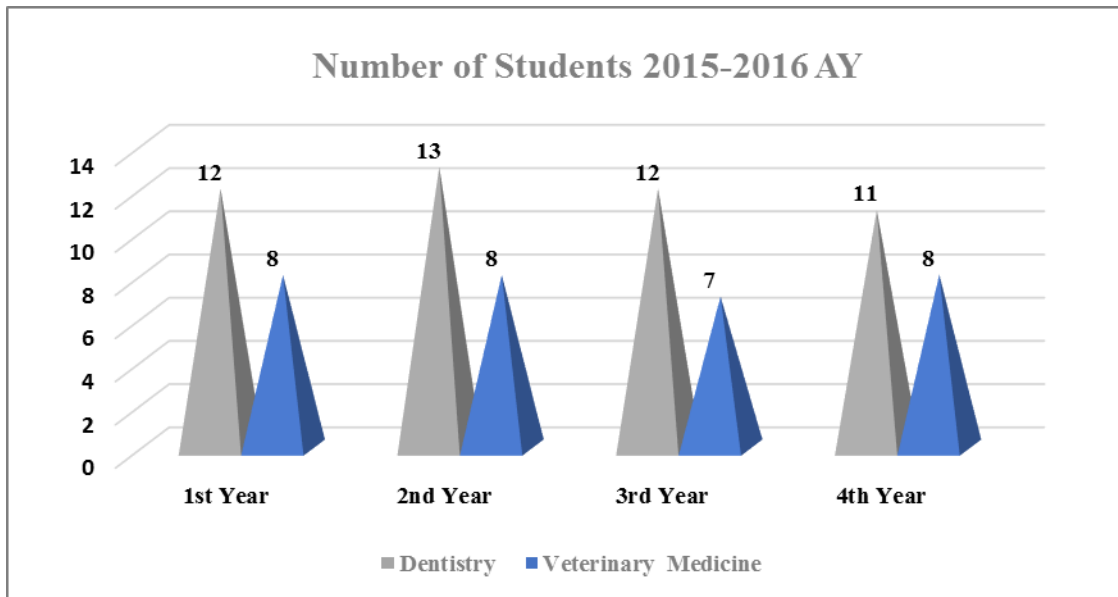
Figure 5



Western Interstate Commission for Higher Education (WICHE) Loan-For-Service Program

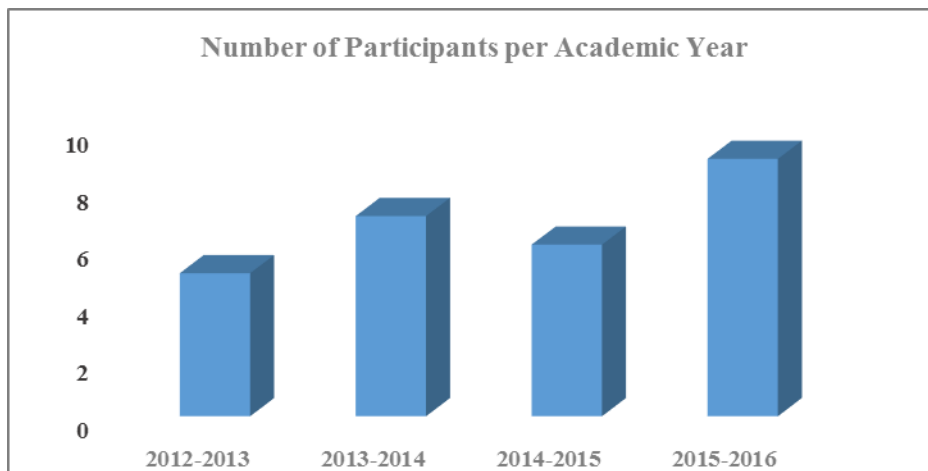
New Mexico does not have schools of dentistry or veterinary medicine, yet the need for practitioners of these specialties remains high throughout New Mexico. The purpose of the WICHE Loan for Service program is to provide support to students in dentistry and veterinary medicine in exchange for their commitment to practice their profession in New Mexico. The New Mexico appropriation supports 12 Dentistry students and 8 Veterinary Medicine students each academic year. Support fees in FY16 are \$24,850 for Dentistry students and \$31,900 for Veterinary Medicine students. In FY16 the appropriation funded 39% Veterinary Medicine students and 61% of Dentistry students. Figure 6 shows the distribution of dental and veterinary students by year of study

Figure 6



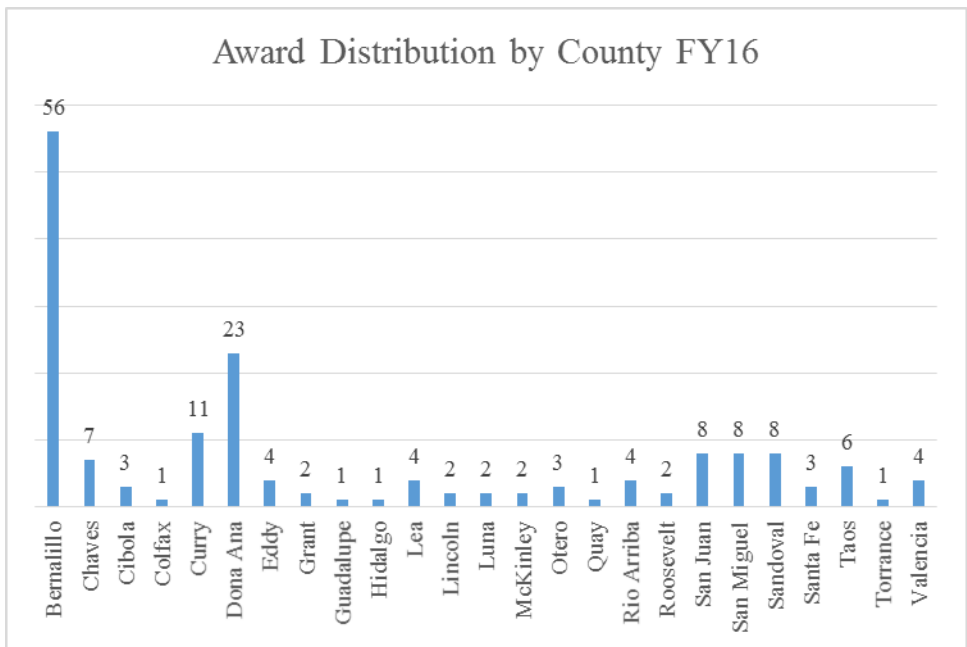
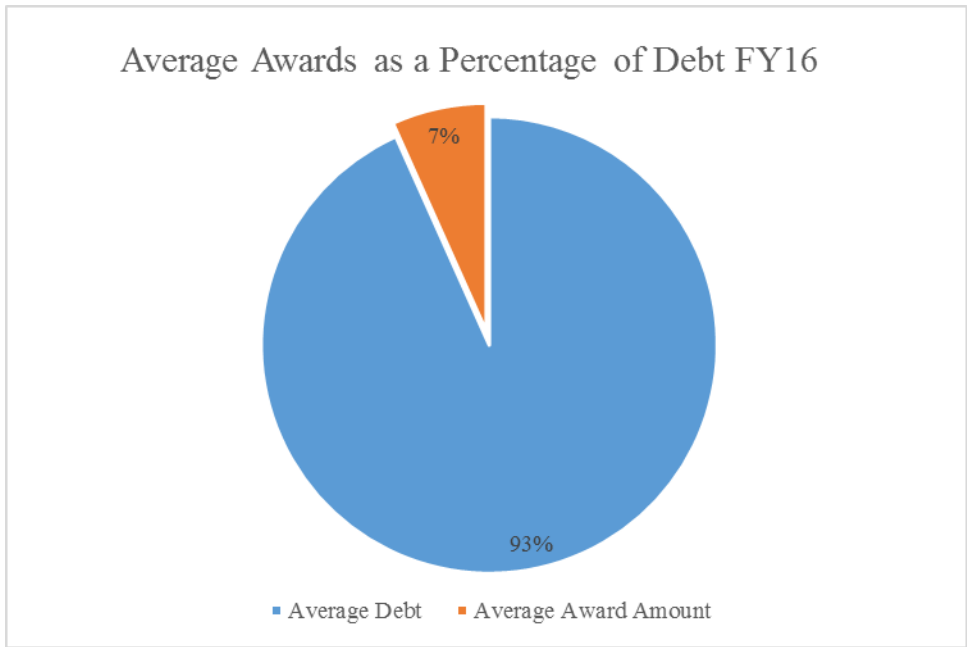
Nurse Educator Loan-For-Service Program

Governor Susana Martinez signed HB 121 Use of Nurse Educator Fund into law on April 6, 2015. HB 121 amended the Nurse Educators Fund to enable registered nurses seeking employment as nursing educators in a public postsecondary educational institution to apply to the Nurse Educator Loan-For-Service Program. Previously only nursing educators currently employed by a public postsecondary educational institution could apply to the program. The goal for the program is financial support for the attainment of Bachelor of Science, Master of Science, and Doctor of Philosophy degrees in nursing programs. In FY16 the New Mexico Higher Education Department funded all eligible applicants (1 Masters level and 8 Ph.D. candidates).



Children Youth and Families Worker Loan Repayment Program

In the pilot year of the Children Youth and Families (CYFD) Worker Loan Repayment Program the department issued 167 awards to eligible employees in the Protective Services Division or Juvenile Justice Division of CYFD. The average award amount was \$2,459. Award amounts were determined by the years of service with CYFD along with student loan debt. The program is focused on the retention of CYFD employees working in critical positions across New Mexico. The following table shows the distribution of awardees by county.



Legislative Lottery Scholarship

The purpose of the Legislative Lottery Tuition Scholarship (commonly called the Lottery Scholarship) is to provide tuition assistance for higher education students pursuant to the Legislative Lottery Tuition Scholarship Act. Each year the Cabinet Secretary sets tuition support as a fixed percentage for each of the three college sectors (Research; Comprehensive; and Community Colleges) based on available revenues into the Lottery Tuition Fund. In FY16, the Fund paid 90% of sector average tuition and supported 29,679 scholarships and distributed over \$58 million in tuition support to New Mexico students. The following tables show the distribution of lottery recipients as a percentage of total students and the total of Lottery Scholarship funding distributed for each public postsecondary institution in New Mexico.

Institution	Total Student Headcount	Lottery Scholarship Recipients	Scholarship Recipients as Percentages of Total Students
NM Tech	2,530	1,069	42.3%
New Mexico State (NMSU)	17,931	6,486	36.2%
University of New Mexico (UNM)	31,542	13,956	44.2%
RESEARCH SECTOR TOTAL	52,003	21,511	41.4%
Eastern New Mexico (ENMU)	8,008	1,526	19.1%
New Mexico Highlands (NMHU)	4,346	484	11.1%
Northern New Mexico College	1,489	206	13.8%
Western New Mexico (WNMU)	4,385	328	7.5%
COMPREHENSIVE SECTOR TOTAL	18,228	2,544	14.0%
ENMU-Roswell	3,738	246	6.6%
ENMU-Ruidoso	1,121	31	2.8%
NMSU-Alamogordo	3,238	82	2.5%
NMSU-Carlsbad	3,257	118	3.6%
NMSU-Don Ana	10,912	888	8.1%
NMSU-Grants	1,787	29	1.6%
UNM-Gallup	3,201	87	2.7%
UNM-Los Alamos	1,935	79	4.1%
UNM-Taos	2,454	90	3.7%
UNM-Valencia	3,536	314	8.9%
Central NM Community College	38,109	2,066	5.4%
Clovis Community College	5,964	96	1.6%
Luna Community College	2,045	76	3.7%
Mesalands Community College	1,336	31	2.3%
New Mexico Junior College	4,430	165	3.7%
San Juan College	11,612	405	3.5%
Santa Fe Community College	9,124	285	3.1%
New Mexico Military Institute	631		0.0%
COMMUNITY COLLEGE SECTOR TOTAL	108,430	5,088	4.7%
GRAND TOTAL ALL SECTORS	178,661	29,143	16.3%

FY16 Lottery Scholarship Distributions by Institution

Institution	Fall 15	Spring 16	Institution	Fall 15	Spring 16
NM Tech	\$ 1,155,733	\$1,413,237	UNM-Gallup	\$ 13,401	\$35,938
NMSU	\$ 7,311,119	\$8,185,080	UNM-Los Alamos	\$ 12,091	\$35,221
UNM	\$15,493,667	\$17,694,380	UNM-Taos	\$ 22,377	\$31,624
ENMU	\$ 1,075,026	\$1,279,027	UNM-Valencia	\$ 66,623	\$125,098
NMHU	\$ 329,054	\$415,946	Central NM CC	\$ 423,754	\$786,440
NNMC	\$ 146,886	\$158,980	Clovis CC	\$ 13,392	\$32,364
WNMU	\$ 237,796	\$271,989	Luna CC	\$ 11,172	\$24,018
ENMU-Roswell	\$ 40,750	\$107,814	Mesalands CC	\$ 5,481	\$13,551
ENMU-Ruidoso	\$ 6,264	\$8,154	NMJC	\$ 23,460	\$47,787
NMSU-Alamogordo	\$ 14,117	\$53,538	San Juan College	\$ 67,823	\$171,035
NMSU-Carlsbad	\$ 21,180	\$46,171	Santa Fe CC	\$ 51,791	\$108,388
NMSU-Dona Ana	\$ 182,928	\$373,860	NMMI	\$ 1,218	\$2,436
NMSU-Grants	\$ 6,142	\$15,234			
FY16 Grand Total	\$58,170,553				

INSTITUTIONAL FINANCE DIVISION

2016

The Institutional Finance & Capital Projects Division is responsible for reviewing and approving the operating budgets and capital projects of the public NM higher education institutions. The Division is also responsible for developing the Higher Education Funding Formula and confirming that the HEIs comply with all financial reporting requirements. This oversight is meant to promote fiscal responsibility, transparency and accountability within the New Mexico higher education system.

General Fund Appropriations for Higher Education in New Mexico Compared to Total General Fund Appropriations for All State Agencies			
Millions of Dollars Appropriated			
Academic (Fiscal) Year	Total General Fund Appropriations	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
2005-2006	\$4,708.6	\$705.0	15.0%
2006-2007	\$5,184.2	\$788.4	15.2%
2007-2008	\$5,765.9	\$865.2	15.0%
2008-2009	\$5,982.5	\$866.1	14.5%
2009-2010	\$5,427.3	\$832.9	15.3%
2010-2011	\$5,279.2	\$762.3	14.4%
2011-2012	\$5,431.7	\$716.6	13.2%
2012-2013	\$5,650.1	\$757.7	13.4%
2013-2014	\$5,893.6	\$796.6	13.5%
2014-2015	\$6,148.8	\$838.6	13.6%
2015-2016	\$6,232.1	\$843.4	13.6%
2016-2017	\$6,025.9	\$787.2	13.1%

The appropriations for FY2016 and FY2017 reflect solvency cuts enacted through the 2016 Regular and 2016 1st Special Session. Higher education appropriations include funds appropriated for Instruction & General (I & G), Financial Aid, and a range of individual appropriations for Research and Public Service and other non-I&G programs that are not funded via the Funding Formula.

“This oversight is meant to promote fiscal responsibility, transparency and accountability within the New Mexico higher education system.”

Public Postsecondary Tuition and Fees

The Department compiles tuition and fee data for all public postsecondary institutions. Following is a table of 2016-2017 fees organized by institution and sector.

New Mexico Public Higher Education Institutions 2016-2017 Tuition and Fees Summary				
	Undergraduate		Graduate	
	Resident In District	Non Resident	Resident In District	Non Resident
Four Year Institutions Research Sector				
NM Institute of Mining and Technology	\$3,445	\$9,569	\$3,565	\$10,605
New Mexico State University	\$3,365	\$10,617	\$3,629	\$10,879
University of New Mexico	\$3,475	\$10,968	\$3,890	\$11,321
UNM / Health Sciences (Physician) *Annual Rate	n/a	n/a	\$16,170*	\$46,347*
Four Year Institutions Comprehensive Sector				
Eastern NM University	\$2,755	\$5,643	\$2,915	\$5,888
NM Highlands University	\$2,699	\$4,250	\$2,933	\$4,500
NNMC	\$2,280	\$6,310	\$1,680	\$2,052
WNMU	\$3,322	\$7,630	\$2,813	\$6,712
Two Year Institutions – Branch Community Colleges				
ENMU Roswell	\$972	\$2,460	n/a	n/a
ENMU Ruidoso	\$566	\$1,970	n/a	n/a
NMSU Alamogordo	\$1,230	\$3,300	n/a	n/a
NMSU Carlsbad	\$680	\$2,405	n/a	n/a
NMSU Dona Ana	\$1,020	\$3,240	n/a	n/a
NMSU Grants	\$1,185	\$2,460	n/a	n/a
UNM Gallup	\$966	\$2,354	n/a	n/a
UNM Los Alamos	\$1,012	\$2,692	n/a	n/a
UNM Taos	\$951	\$2,391	n/a	n/a
UNM Valencia	\$903	\$2,448	n/a	n/a
Two Year Institutions - Independent Community Colleges				
Central New Mexico CC	\$736	\$3,424	n/a	n/a
Clovis Community College	\$628	\$1,228	n/a	n/a
Luna Community College	\$481	\$1,213	n/a	n/a
Mesalands Community College	\$814	\$1,342	n/a	n/a
New Mexico Junior College	\$624	\$948	n/a	n/a

San Juan College	\$875	\$2,495	n/a	n/a
Santa Fe Community College	\$848	\$1,836	n/a	n/a
Special Schools				
NM Military Institute	\$2,571	\$5,391	n/a	n/a

Capital Projects Office

New Mexico Higher Education Department Capital Projects assesses, evaluates, and approves projects that occur on all publicly funded institutions of higher education campuses and distant learning centers. The Capital Projects Office, with the Institutions, develops a plan for funding of renovation and construction projects to meet the institutions' greatest needs to accomplish their mission and meet the education needs of the students. In accordance with statute, the New Mexico Higher Education Department reviews and recommends all projects and amounts to be funded. This process determines the priority of needs and is accomplished every year in August through *Summer Hearings*. Each of the public postsecondary institutions presents its top two or three priority projects and its 5-year plan to the New Mexico Higher Education Department Capital Projects Committee. From these hearings a funding recommendation is determined.

The Capital Projects Committee has been in place for over 50 years and is currently comprised of representatives from the Department of Finance and Administration Capital Outlay Bureau; Energy Minerals and Natural Resources Department; the Legislative Finance Capital Outlay Committee; the Higher Education Department; and a volunteer Committee Chairman designated by the Cabinet Secretary. In addition to the *Summer Hearings*, the Capital Projects Committee meets monthly to assess, evaluate, and recommend for approval projects presented to the Higher Education Department. Projects greater than \$300,000 are heard by the Committee and are funded by multiple sources such as donations, institutional funds, revenue bonds, local bonds, and State appropriations.

In Fiscal Year 2016, \$188.2 million in projects and institutional revenue bonds were presented to Capital Projects during Summer Hearings, while 244.6 million in projects were heard during monthly Capital Projects committee hearings. Part of the \$432.8 million in projects heard was from the 2016 General Obligation (GO) Bonds (\$146 million) and the 2015 Special Session Severance Tax Bonds (\$90.4 million). Approximately 75% of both the GO Bond and Severance Tax Bond packages have been heard and approved by the Higher Education Department. A primary responsibility for Capital Projects is to work with the institutions in assuring that at least 5% of bonds are spent within six months of issuance in order to ensure that projects are completed in a timely fashion. A further goal is to ensure that all of the 2016 GO bonds are approved and underway before the 2018 Legislative Session.